

Child Welfare Magazine

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CONTENTS

	PAGE
AN OPEN LETTER	Hon. Jno. J. Tigert 290
JOB OR JOY RIDE	Blanche Bates Creel 291
WHEN THE VERY YOUNG WEAR ROMPERS	Ruth Van Deman 296
A CHILD'S TRIBUTE ON MOTHER'S DAY	Lois Mason 297
THE NATIONAL CONGRESS IN CUBA	Alice F. Kiernan 298
POINTS ON CHILD BEHAVIOR—V	Lawson G. Lowrey 300
IN MEMORIAM	Hannah Kent Schoff 301
THE ORPHANS' GRATITUDE TO AMERICA	Lillian M. Ascough 302
THE CLEVELAND CONVENTION	304
WHAT SHALL WE DO—FIRST?	Margaret Kimball 305
CHECKING UP ON SAFETY	Florence Nelson 309
FOUR CENTURIES OF NEWSREELS	J. Irving Greene 311
DOES THE MODERN HIGH SCHOOL NEED THE P. T. A.	Frank M. Edson 313
NEEDS OF THE JUNIOR WORKER	Metropolitan High School 314
BETTER HOMES IN 1928	James Ford 315
WHAT TO SEE	Elizabeth K. Kerns 316
NATIONAL MUSIC WEEK	Margaret Wheeler Ross 317
AMERICAN SCHOOL CITIZENSHIP CONTEST	Citizenship League 318
THE ADOLESCENT	LeRoy A. Wilkes, M.D. 319
THE ROUND TABLE	Martha Sprague Mason 321
THE BETTER PARENTS' CLUB	Elsie Gilpatrick 322
CHILDREN AND THEIR PARENTS	Douglas A. Thom, M.D. 325
THE BOOK PAGE	Winnifred King Rugg 327
THE WINNERS IN THE BOOTH CONTEST	"Child Welfare Magazine" 328
POISE AND PERSONALITY	Anna M. Hayes 329
YOUR CONVENTION	Margaretta Willis Reeve 331
THE STUDY CIRCLE	Grace E. Crum 332
PROGRAM I—PARENTHOOD AND THE NEWER PSYCHOLOGY	332
PROGRAM II—THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY	334
PROGRAM III—TRAINING THE TODDLER	335
THE SUMMER ROUND-UP OF THE CHILDREN	Ruth A. Bottomly 337
WHAT TO DO AND HOW TO DO IT	Margaretta Willis Reeve 339
OUT AMONG THE BRANCHES	From the States 341
NATIONAL OFFICE NOTES	Florence V. Watkins 343
THE SPRING BOOTH CONTEST	Child Welfare Company 344
THE A. B. C. CORNER	The Circulation Manager 344

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ADDRESS ONLY
THE COMMISSIONER OF EDUCATION

January 24, 1928

Mrs. A. H. Reeve, President,
National Congress of
Parents and Teachers,
Philadelphia, Pennsylvania

My Dear Mrs. Reeve:

Undoubtedly, one of the most potent influences in the interest of education today is to be found in the movement initiated by parents to create a better understanding between the home and the school and to awaken in parents a desire to study their problems in the light of scientific information as well as to take their legitimate part in the education of their children.

Parents are understanding more and more the effect of environment upon the development of their children. They are studying their problems, they venture to experiment, and perhaps most important of all, they are becoming open-minded to facts.

For three years the "Summer Round-Up of Children" has been carried on as a campaign by the National Congress of Parents and Teachers. The United States Bureau of Education cooperates in this round-up because it believes that unless a child entering school is physically fit he will be at a disadvantage and can scarcely hope to compete with vigorous, healthy children. It is unjust to permit children to work under a handicap.

Because a child is not sick is no evidence that he may not have defective eyesight or hearing. Teachers have often been baffled in their efforts to teach children who, it was finally discovered, were laboring under the disadvantage of these or similar disabilities. The "Summer Round-Up" offers parents the opportunity to find out whether their children are prepared physically for school life. We believe that parents desire for their children the best that the schools afford and we, therefore, urge that parents in every school district in the United States enter the Summer Campaign for 1928.

Cordially yours,



Commissioner.

Job or Joy Ride

It is Harder Work to Be a Mother Than a Daughter

BY BLANCHE BATES CREEL

We do not often borrow, but now and then we find something which seems to have been written for our readers and we are privileged to be able to pass it on to our wide-spread audience. Our readers have not forgotten "Are Children People?" This article will, we are sure, make an equally deep impression upon both parents and teachers. We acknowledge gratefully our indebtedness to *The Century*.—EDITOR.

IT must be that the truths of life have a certain burrlike quality, sticking fast until they win recognition. There are so many things my mother told me, things without meaning at the time—in one ear and out the other—that now come back to me with perfect clarity.

She was an actress, as was her own mother before her, and with my father as co-star, toured the country from coast to coast. I was born "on the road," and must have been nursed between acts, for I never play any of the old Western theaters that I do not meet some ancient stage-hand who claims to have held me while mother went on as *Juliet*, *Queen Elizabeth* or *Lady Macbeth*.

A roving life, of course, but never were children given greater love and care. John McCullough was once her leading man, Edwin Booth and Modjeska were her friends and admirers, but when my little sister and I were of school age, mother put away brilliant offers, and settled down in San Francisco to the drudgery of stockwork that we might have a home and proper training. A play a week for fifty-two weeks a year!

Victorian to her marrow, as were so many of those old-time strolling players, my sister and I were subjected to an iron discipline that ordered our lives at every turn, often in violent contradiction to our own wishes. Once I accused her of not wanting me to have a "good time," and it is her answer to that childish accusation that now comes back to me with such clearness and force:

"What about *my* good times?" she asked. "Don't you think I'd have a much happier life if I let you run loose and do just as you pleased? But you don't happen to be responsible for yourself, my dear. All of the responsibility is *mine*. Some day you'll find out that being a mother is a whole lot harder than being a daughter. It's *work*."

Let me say right now that I have found it out. Heaven knows I make no pretension to being one of these 100 per cent parents—certainly my two youngsters will never give any impression of having stepped out of the pages of a "Little Elsie" book—but I do assert a full acceptance of my responsibilities, however unintelligently I may have discharged them. And after fifteen years of it, I freely admit that my mother was right. It *is* work.

It is this feeling, I imagine, that puts me so out of patience with these excited discussions about the modern girl—the way she dresses, her rouge-pot and lip-stick, her reckless choice of amusements and associates, her "petting parties," and her alleged lack of respect for the orders, admonitions and counsels of her elders: Where is there any point or justice in blaming the girls? If they are not what we would have them, how is it their fault? At their age I would have been doing all sorts of silly, hurtful things but for my mother's constant watchfulness and loving care, and I haven't the least doubt that she herself would have run just as wild if her own mother had been less vigilant in enforcing orderly, wholesome rules of life and conduct.

Despite an immense amount of rubbish that is being written and talked today, the modern girl is in no sense of the word a new creation, a miracle of self-development, a purely twentieth century product. As any sane biologist will admit, the baby born this very morning does not differ in any vital essential from the infant of a hundred or a thousand years ago.

No, indeed! It is not the *child* that has changed. The young ones of today are as much the products of parental training, or the lack of it, as any born in the very heart of Queen Victoria's smug reign, and if the modern girl is different in any way from the countless millions that have gone before, she herself has nothing to do with it. The responsibility for her development rests, as it has always rested, squarely on the shoulders of her parents.

That is why all this impassioned discussion of the modern girl as a novel and original problem, something that has never been encountered before, seems to me to be so dishonest, so ostrichlike. To prove the absurdity of the crazy theory, all that any mother has to do is to recall her own childhood. At thirteen I was firmly convinced of my omniscience, saw no reason at all why I should not be treated as a grown woman, resented my early bed hour with intense bitterness, and secretly regarded my mother as a dear, sweet but incredibly ancient fossil out of touch with modern thought, and utterly incapable of understanding a bold, free spirit, like my own.

Instead of being new, this alleged "revolt of youth" is about the oldest thing in the world. I have no doubt the cave boy and the cave girl felt that their parents were back numbers, and whenever discipline interfered with desire told each other they "didn't mean to stand it." Children have always rebelled against parental authority, bucking their intensities against discipline, ceaselessly trying to "put something over." The only difference between today and dead yesterday is, that *our* mothers were on the job and did not let us get away with it.

Even while I contend that wholesale con-

demnation of the girls of today, lumping them all together as a target for attack, is stupid and unjust, there is exactly as much stupidity, it seems to me, in the wholesale defenses that refuse to admit a single imperfection. It is all very well for sales-seeking novelists and near-scientists to exult in the "independence" of modern youth, and glorify its "rebellion," but decent people cannot blind themselves to soul-sickening things that are facts of newspaper report and court record.

Admitting that these tragedies of youth are exceptions, what guarantee is there that they will not become the rule? The modern home is not the high walled affair that it used to be, by any means, and the intensification of human association gives evil communications an opportunity never enjoyed before. So much of today's existence is lived in public that it is no longer possible to guard a girl; the one hope lies in forming her character in such fashion that she will guard herself.

As there are many and various problems presented by flaming youth, where, then, is there fairness or point in centering discussion on the modern girl? For after all, she is about as self-directing as an arrow shot into the air. If we are to get anywhere, and I presume that is the purpose of all the talk, the intelligent thing is to lay the poor young dears to one side, and devote a little consideration to the modern mother. That is where the trouble lies, and by reason of a recent and rather painful experience, the "trouble" is far from imaginary.

SEVERAL months ago, stirred to indignation by the sight of small girls "made up" until they looked like clowns, I let my feelings override my caution, and voiced a somewhat vigorous protest. Nothing could have been clearer than that I referred to girls of thirteen and fourteen, but before the newspaper campaign had spent its rage, I found myself accused of having deplored the use of cosmetics by girls of any age, and was being roundly attacked for my "assault" on the "young womanhood" of the city. It hurt, of course, but this misrepre-

sentation was not the important feature of the incident by any means.

For weeks afterward I received a flood of letters, letters from mothers of every class and condition. I am absolutely honest when I say that never in my life have I read anything half so sad, or more astounding. Each recited a long list of worries in connection with a growing daughter, running all the way from disrespect and disobediences to hectic parties and hip flasks, and closing with pathetic protestation of "helplessness." As if my protest to the Board of Education had installed me as a kind of domestic mother-confessor, these women told of their trials and troubles with growing girls, asking me for advice and counsel as gravely as though I were distinguished as a specialist in such matters.

All ran along the same general lines. I was "blessed" for my courage, and urged to "keep up the fight." It was "terrible" to see their thirteen year old daughters "made up" like Indians, but "what could be done?" All of their little friends "had compacts," and if a girl did not do as others did, "it sets her apart and cuts her off from her crowd." Nothing would have pleased these mothers more than to see their girls in bed every night by nine o'clock, but when they were invited to an evening party, refusing to let them go only made them "wretched and unhappy."

Not one of these mothers had any doubt that thirteen or fourteen was too young for boys and the movies, and all hated to see their daughters running here and there without an elder eye upon them—"but if I suggest going with her to a dance or show, she tells me that it makes her queer and conspicuous, and will kill her with the bunch." All wanted their daughters to "have friends" and to "be happy," ending with the pathetic query: "That's only natural, isn't it?"

I submit these phrases, common to all, as a complete clearing of the modern girl from blame. Every one of the scores of letters I received was virtually an abdication of maternal authority, and an evasion of maternal responsibility! Not in a single

one was there a note of conscientious, courageous motherhood; only whimpers, futile hand-wringing and helpless bewilderment. The only comfort lay in the fact that not one gave a real name or address, an anonymity that showed a certain shame for her own cowardice.

The three phrases that stood out most prominently were these: "It's so hard to keep saying 'No' all the time"; "After all, a girl is young only once"; and "I want my daughter to be happy." Every mother wrote to me out of a very real anxiety, and yet all stressed these hackneyed excuses as though they contained a definite justification for their failures. Not one apparently realized that the seeming extenuations were actually *indictments*.

"She's only young once." There's the stark tragedy of it! Just a few short years in which to teach her truth, taste, delicacy, duty, respect, judgment, industry, responsibility, standards of perfection, self-discipline. Just a few short years in which to mold the character in such strength that it can and will stand against the assault of every power of evil. No second chance to repair criminal blunders and neglects, for not all the tears of the world can turn time back, or all the passions of regret and remorse restore innocence's lost bloom. "She's only young once!" Never was there a louder call to maternal love and vigilance; yet these mothers who wrote me seemed to have heard in it only an excuse for weak indulgence.

WHY? What is the reason for this tragic confusion that has come upon us? Is it that modern women are indifferent and lazy, putting their own pleasures before the drudging responsibilities of motherhood? Or is it that they have been muddled by all this modern claptrap about youth, and the importance of allowing children to "find themselves," to "express themselves" until these mothers truly and honestly believe that the girl of today is different from the girl of yesterday, and cannot be brought up as we were brought up by our mothers.

Where is there a normal mother who *doesn't* want her daughter to be happy?

But to assure that desired end, must all powers of decision be turned over to the child? Is parental control to be surrendered entirely, and every adolescent constituted sole judge of what makes for happiness? I think I may say I have no lack of interest in my daughter's joyousness, but certainly it never enters my head to give her full liberty of choice and action, letting her dash off in blind pursuit of every whim and wish that possesses her from day to day, and even hour to hour.

Coming right down to the heart of the matter, where is there any problem in providing happiness for a growing child? Health is the base of it, and what surer road to health than early hours, plenty of sleep and freedom from unwholesome excitement? A little time, a little thought, a little intelligence, and every waking hour of a youngster can be filled with so much of joy, color and interest that there is no possible room for the disappointments that come from being denied the hurtful and unwise. Who will say that such normal children, made to flower naturally, do not have firmer foundations for happiness than those who have been cheated out of childhood, and are restless and nervous, bored and blasé at eighteen? I have seen many girls whose mothers gave them their heads at thirteen because they "wanted them to be happy," and I do not know of any sadder sight.

Of course I want my girl to have friends and to be popular. But does that mean any kind of a friend, no matter how bad her example, how vicious her influence? If a girl of thirteen has to rouge, smoke, drink and "pet" in order not to be "set apart" and "cut off from the crowd," what greater proof is needed that it's the wrong sort of crowd? If her popularity depends on running the streets of an afternoon, thinking sex when she ought to be thinking school, or huddling in parked cars, then it's a popularity that no mother should wish her girl to have. If manners and modesty, and the innocence that is in keeping with tender years, are things that make a child "queer" and "conspicuous," why not *want* her to be queer and conspicuous!

What if such an attitude does make "bad times" between a mother and her daughter now and then? Isn't it a thousand times better to have her cry her tears now—tears of a quickly forgotten disappointment—than have her weep her heart out at some later day?

As for hating to say "No" all the time, what mother doesn't? But why should it be necessary? If a child has been reared in the understanding that there are certain things she can *not* do, and taught the futility of begging, there is no chance for noisy pleading and exhausting temper-fits. Every mother, even the laziest and silliest, knows that it is dangerous to let the baby play with matches, and as a consequence, children grow up in the knowledge that this prohibition is unbreakable. We do not hear thirteen-year-olds wheedling, whining and crying for permission to burn down the house. It does not even occur to them to ask, for they have been drilled into acceptance of the fact that it is forbidden.

Why then, is it not possible to lay down hard and fast rules with relation to other things that are equally dangerous? Speaking from my own experience, I can testify that it is possible. From the time that they were able to walk and talk, my children have had fixed bed hours, and were taught to realize that it was a rule that permitted no argument. When my daughter was thirteen, she was given an extension of time and now goes to bed at half past eight, one hour later than her eleven year old brother. I do not have to keep saying "No" to their pleas to be allowed to stay up a little longer, because the rule is one that they have grown up with, that they have been compelled to observe until the habit of obedience is automatic.

Invitations to evening parties, therefore, cause me no trouble whatever. When any of my daughter's thirteen year old friends ask her to some affair that begins at eight and lasts until eleven, I am not compelled to say "No," because the rule says it for me. Doubtless she has her moment of secret rebellion in which she mutters to herself, "Just wait until I'm eighteen," but there is no crying, whining and sulking, or

any large amount of disappointment, for never at any time did she expect she *could* go. She has to be in bed every night by half past eight, and she knows it!

So many of the anonymous mothers wrote of bitter anxieties: "School is out at half past three, but my daughter rarely gets home until six"; "I never know where my daughter is half the time"; "My daughter's absences worry me sick, but I don't want to embarrass her by telephoning to the homes of her friends." Would they be a prey to these fears if their daughters had been brought up under a rule that established the right of the mother to know where her children are every minute of the day; if it had been made a *law* of their young lives that under no circumstances could they go anywhere or do anything without the mother's knowledge and consent?

Hard on the child? Not a bit of it. It is the mother that it is hard on, for to establish a rule calls for patience and unremitting drudgery. But what of it? Children are a duty, a sacred obligation, and the parent who regards them as a "luxury" is guilty of a sin against youth.

Doubtless many will accuse me of being old-fashioned. Well, I am! I have no

patience with this nonsense about children "finding themselves," and to such mothers as have been fooled by this gabble, I recommend a visit to any juvenile court. To-day, when the whole country seems to be in the grip of a species of sex-madness, when on every hand there is an apparent revulsion against the normalities of life, and when the decent reticences of the past have been thrown aside, more than ever is there need to wrap protective arms about our children, holding them close, guarding them well, until *character* is crystallized.

I am not a modern mother, nor do I want to be. They can even call me Victorian without arousing the slightest irritation. I hold, just as my mother held, that morals, manners, taste, decencies and duties—all the things that enable human beings to get the most out of life—are not natural instincts, but the slow fruit of care and training; that it is criminally stupid to let a growing child dictate its actions and its conduct; that adolescence, instead of abating the necessity of parental watchfulness, is a time when that watchfulness must be redoubled; that motherhood is not a joy-ride but a *job*, and that we must answer for our failures to our children and to the God of final judgment.—*Courtesy of The Century*



Girls of Day before Yesterday at the Virginia State Convention



When the Very Young Wear Rompers

BY RUTH VAN DEMAN

*Associate Specialist in Charge of Information,
U. S. Bureau of Home Economics*



*Mary, Mary, quite contrary!
How do your rompers feel?*

NOBODY had thought, however, to ask Mary how her rompers felt. To recover from her tantrum she had been told to stand in the corner, and the blame was laid on last night's supper, on the cold rainy weather, on Joe's teasing, on everything except rompers. But they were really the cause.

For one thing, the tight bands made deep red marks on her legs and no matter how often she ran her fingers underneath or hitched them up, she could not get them into a comfortable position. The armholes were so tight that they chafed, especially when she played with her ball. But the long back opening with seven small buttons was the worst. Twist and strain as hard as she could, those little buttons *would* not go into the right holes and stay there. Yet she wanted desperately to dress herself and feel grown up and independent. Then every time she went to the toilet that whole long back had to be unbuttoned and buttoned again. Accidents just could not be helped. Hurt pride over one of these was what made her temper give away.

Realizing the importance of clothing to

the health and habits of young children, the Bureau of Home Economics of the United States Department of Agriculture has been studying types of rompers. The illustrations at the bottom of the opposite page show rompers suitable for children who are just beginning to step out on their own.

The design of these rompers is essentially the same. In the boy's romper the trousers hang straight and loose but are short enough to look trim. Following the traditions of all masculine wear, the front opening is from left to right.

For the small girl the neck is cut a little lower and the legs are gathered slightly on the side to give a suggestion of bloomers. There are no tight elastics to restrict circulation, get out of order, and make ironing difficult. These bindings are decorative and loose enough to slip up and down the child's legs no matter what acrobatics she performs.

In material too there is a difference. The boy's romper is of stout cotton shirting of deep blue that sets off his fair hair and blue eyes and is fast to light and laundering. For brunette Mary, soft cotton

chameuse of fast-colored rose and white with facings of plain rose was chosen.

The front opening makes it easy for these two-year-olds to learn to dress and undress themselves, and the drop seat with four buttons placed where the child can reach them encourages good toilet habits. All buttons are also large enough for small fingers to grasp and hold easily. The sleeves are of the "raglan" type, which allows freedom of movement, does not bind around the armhole, and is easier to make and fit than a set-in sleeve. The neck facing gives a trim finish and takes the place of a collar which never stays in position on an active child. A few gathers across the chest give

roominess and allow for growth. In every part these rompers are loose enough for comfort, yet they follow the lines of the body. The colors are attractive and becoming to these children, and the fabrics will stand the wear and tear of play and washtub. In fact no feature of these rompers, it is believed, will provoke contrariness on the part of either Mary or Joe.

For the illustrated circular on children's rompers prepared by the Textile and Clothing Division of the Bureau of Home Economics, write to the U. S. Department of Agriculture, Washington, D. C. This leaflet eleven is free for the asking.



Next Month—Better Homes' Month!

Better Homes Through School Training

Among the subjects and authors in this important issue you will find:

THE IMPORTANCE OF TRAINING FOR HOME LIFE.....	Hon. Herbert Hoover
HOME PROJECT METHOD IN TRAINING BOYS.....	Edward Yeomans
TRAINING THE CHILD FOR EVERYDAY LIFE.....	Ella Lyman Cabot
THE RELATION OF HOME AND COMMUNITY.....	Cornelia James Cannon
TRAINING FOR PARENTHOOD.....	Ernest R. Groves
LANDSCAPE GARDENING FOR BOYS AND GIRLS.....	Mrs. Francis King



Havana from the Harbor

~ The ~ National Congress in Cuba

BY ALICE F. KIERNAN

WHEN the President and Corresponding Secretary, as representatives of the National Congress of Parents and Teachers, were on their way to Havana to attend the Pan-American Child Congress, we could not help wondering what opportunity would arise to advance the parent-teacher cause in the countries represented at the conference. The president, Mrs. Reeve, had prepared a paper for a sectional meeting on education, on the subject of the responsibility of the parent in preparing the child for school; but it did not deal in any way with the parent-teacher association, as her address was made as an official representative of the United States Department of State. She was asked also to preside at a meeting of the Section on Psychology, but this again gave no opportunity, though it gave recognition to the Congress of Parents and Teachers. So our one hope was a conference luncheon, tendered by Mrs. Reeve to all delegates interested in the Parent-Teacher movement. The outlook for a big response was rather dark, for a large

proportion of the delegates were medical men, university professors and social workers, who probably knew little about parent-teacher associations and cared less. However, we had made a few encouraging contacts with Havana educators, from one of whom, Señorita Arredondo, inspector of schools, we received information that Havana has twenty-five parent-teacher associations, and Cuba over one hundred. From Dr. Vizcarrondo, Assistant Director of Education in Porto Rico, we learned of the growth of the parent-teacher movement there, and from Dr. Bauzá, Vice-President of the Society of Pediatrics of Montevideo in Uruguay and Director of the Service of Child Protection, that a federation of parent-teacher associations exists in Montevideo, and a total of almost one hundred in Uruguay. They are largely school auxiliaries, whose chief function is to help poor children. Dr. Aguayo, professor of Psychology in the University of Havana, expressed much interest in our organization, and showed us a graduating thesis of one of his students, devoted en-

tirely to the parent-teacher association, material for which had been secured from our National Office. Largely through the assistance of Dr. Estela Agramonte, who speaks English remarkably well, luncheon invitations were extended to leading Havana educators, with the totally unexpected result that sixty-eight delegates and school officials attended. Never shall we forget that deeply interested group, which met in the charming roof garden of the Plaza Hotel, overlooking the sea and Havana's most beautiful street, the famous Prado. The tables were lined with gorgeous Cuban roses, and at every place was a copy of our international leaflet, "All around the World," which was eagerly accepted by our guests, and glanced over even during the luncheon. At its close, our National and International president, Mrs. Reeve, spoke through an interpreter about the general aims and objects of our organization, stressing specially its function as a channel through which the findings of great specialists in the fields of education, hygiene, psychology, mental hygiene and sociology, can be passed on, in a simple, practical form, to parents, teachers and the community in general. As many of our guests were specialists in one or another of these fields the response to Mrs. Reeve's address was beyond our greatest hopes. Dr. Guerra, Superintendent of Schools in Cuba, who sat at our president's left and followed her on our program, said at once that his whole viewpoint as to the function of the parent-teacher association had been tremendously expanded by her address, for Cuban organizations in the past had been almost exclusively philanthropic, money-raising groups. He welcomed enthusiastically the idea of using them as educational broadcasting stations, and has called a meeting of Cuban associations at Havana in February, at which a National Organization will be effected, through which local associations can be standardized, given the

new viewpoint, and kept in touch with a central source of information. Affiliation with the International Federation of Home and School, he said, will be an immediate outcome of this meeting. Dr. Guerra has just recently had the pamphlet on Parent-Teacher Associations, written by Mrs. Reeve for the Bureau of Education translated into Spanish, and will distribute it widely. He was delighted to learn that our exhibit of literature at the Pan-American Child Congress would be presented to him at its close. At our president's right sat our second and last speaker, Dr. Aballí, President of the Fifth Pan-American Child Congress, President of the National Medical Association of Cuba, and Professor of Pediatrics at the University of Havana. When called upon to speak, he said that the tremendous possibilities the parent-teacher association possesses as a distributor of ideas and information had never occurred to him before this meeting, and that he wanted to announce then and there, that in the future the Medical Association of Cuba would co-operate to the utmost with the schools. He closed by saying with great sincerity that if the Fifth Pan-American Child Congress had done nothing else than to bring to Cuba this great idea of the function of the parents and teachers, it would have been tremendously worth while. Seldom have I attended a meeting where the atmosphere was so charged with interest and enthusiasm. When it was over, educators and delegates from many countries flocked around our president to ask for information and to express their appreciation. Our supply of handbooks and other literature was almost completely exhausted. There is no doubt whatever that, as a result of this luncheon conference, contacts have been established, which will open up a new era in parent-teacher growth and efficiency in South American and Caribbean countries.



Points on Child Behavior^{*}

BY LAWSON G. LOWREY, M.D.

*Director, Guild Guidance Clinic No. 2, National
Committee for Medical Hygiene*

Pertinent Points for Parents

1. *Do I cause my child to be nervous?* (November.)
2. *Do I cause my child to disobey?* (December.)
3. *Do I cause my child to have temper tantrums?* (January.)
4. *Do I cause my child to be dishonest?* (February.)

Do I Frighten My Child so He Becomes Timid and Fearful?

By: *Threats of the "bogey-man"?*

Threats of leaving him?

Threats of horrible punishments?

Telling him frightening stories?

Inflicting my fears and terrors on him?

Constant worry over his minor accidents, ailments, and habits?

Fear Is Our Most Important Emotion; a Little Goes a Long Way

IT IS a sure sign of weakness to resort to threats to gain obedience from a child. When threats are not carried out, because to do so would be utterly impossible, or because so many are made that they cannot be remembered, they soon lose force. At first they work, because the child fears something may actually happen. Later they are either disregarded or become imbedded and cause pathological timidity and sensitiveness. Mothers play on the love of their children and threaten them with its loss. What wonder that love itself soon begins to mean nothing to the child? Then the parent complains of the child, when really the parent is at fault.

The fearful child has a serious handicap.

Fear of the dark, fear of animals, fear of people, fear of mysterious and unknown forces—all these are trained into the child by the parents, who have the same fears, or expect these fears in the children, or implant them in the child by threats.

People threaten the child with the doctor. They threaten him with medicine. Then, when a doctor or medicine is needed, the child is in a panic. Never threaten a child with something which he may presently have to experience for his own good.

One mother threatened to throw her child from a third-story window. Many other threats are just as absurd.

Sometimes terrible punishments are carried out. One family wanted to break a boy of six of a habit. They punished and

^{*}*Mental Hygiene Bulletin*

threatened with no effect. Finally, a ghostly figure woke him at night and carried him out of the house and left him alone in the dark. He does not know that his sister was the masquerader. *He does know that there are ghosts.* He is frightened by all sorts of things. Most of his mental effort is absorbed in terror. So he does poor school work and fails to get along well with other children.

A boy of four never falls asleep but that he dreams he has been carried away by the "bogey-man" and thrown in a deep pit. He awakes shrieking and holding on to his crib. His mother continues to threaten him with the "bogey-man."

A boy of ten misses school frequently. He is constantly concerned about his health. A minor ailment or a little scratch makes him sure that he is going to die. His mother takes his temperature every

day. She keeps him in bed for the slightest ailment. She doses him constantly. She continually worries over him. She never lets him go out unless he is overclad. He is her only child and he gets the full burden of her worries. He receives so much attention that he craves it wherever he is. He is a semi-invalid, though actually a strong and healthy boy.

Let your child have some independence. He can think. Give him reasons, guide him carefully. Do not terrorize him. Never make promises or threaten a punishment that you cannot carry out. Always make good on your word. Punish him for *his* acts, not for your own. Train him properly in the first five years, and the rest of the way will be much easier. You must grow with your child. Parents take credit for the desirable reactions in a child—*why not take the blame for the undesirable?*

Being a proper parent is the most important job any of us has. We live in our children, so it behooves us to do a good job.

In Memoriam

Mrs. Howard W. Lippincott (Anna Janney) departed this life December 23, 1927.

She was actively identified with the National Congress for more than thirty years, was a charter member of the Pennsylvania Congress of Mothers, organized November, 1899, and was its first Treasurer. She became its President in 1902, and on her retirement was made Honorary President and a permanent member of the State Board.

When the CHILD WELFARE MAGAZINE began its existence in 1906, she was made Treasurer and Business Manager. She was also National CHILD WELFARE MAGAZINE Chairman until 1920.

Mrs. Lippincott attended to all the business resulting from the incorporation of the publication. For sixteen years she gave constant work day after day to the magazine, and as a member of the Editorial Staff with Mrs. Joseph P. Mumford, Mrs. Schoff and Mrs. Greenwood, she aided in shaping its policy. It was a matter of pride to her that without capital, it has been possible to continue the publication without missing an issue since it began.

For over twenty-five years she was Vice-President and an active member of the Philadelphia Juvenile Court and Probation Association for Child Welfare. She belonged to one of Philadelphia's oldest Quaker families.

Faithful unto death she has entered into her reward—for "Heaven loves those who love children."

HANNAH KENT SCHOFF.



The Orphans' Gratitude to America

BY LILLIAN M. ASCOUGH

National Director Women's Organization Division, Near East Relief

A RECENT visit to the Mediterranean and the orphanages of Near East Relief around that famous sea has impressed upon me again the fine return that the orphan wards of America are making for the investment of money and affection and efficient care that has gone out to them from overseas. No body of people in all the United States should be more interested than the members of the Parent-Teacher Associations who have made their donations so consistently and so generously.

The group of well-known club women with me included representatives of the General Federation of Women's Clubs, the American Association of University Women, the Congress of Parents and Teachers, the Eastern Star, the National Education Association and the Altrusa Club. To all of them seeing the children meant one of the great pleasures of the trip, the fulfillment of a long deferred wish. All felt the same attitude in the boys and girls in the orphanages—a desire to do their very best in the schools, in their trade training and in their life with their companions. They are trying to show their gratitude by making a success of whatever they have to do. Incidentally the Greek government is doing its best to make the country increasingly habitable by spending more than

eighty per cent of the national income on well-adjusted social and economic welfare work.

OUR first view of the children was in Athens where the honor boys, dressed in the national costume given them by a friend, performed folk dances for us, the blind orchestra played, the pathetic little deaf-mutes showed us their attainments, all the youngsters sang. Everything they did was done with exactness and spirit. And in case you may think that this was just a program of display, we saw the blind reading Braille and at work at their handcrafts, the girls sewing and embroidering and doing domestic tasks, the boys plying the trades which they are learning for self-maintenance. My party was entertained by the American Minister and his wife, by the wife of the Acting-President of the Greek Republic, the ladies of the Cabinet and the President of the Lyceum Club, the art center of Athens, and by the President of the National Council of Women, and everywhere appreciation of America's help to the children so far away from her own shores was expressed in words as the orphans themselves were trying their best to utter it in deeds. A little bell boy at the hotel where we stayed sym-

bolized this desire amusingly. One of his duties was to brush from the guests' clothes the heavy dust that settles upon every one who stirs in the violet-crowned city. In taking care of me he was most eager. I could not set foot in the lobby without his flying to me and wielding his brush with the utmost vigor. I learned on inquiry that he was a Near East Relief "ex-orphan," that he had discovered my relationship to the organization and was paying honor to those who had been his foster parents by doing me this service.

On the island of Syra in the Aegean Sea, Near East Relief is maintaining a large orphanage, the only one newly built for that purpose and unique also in having been built largely by the work of the boys themselves. Here we were stirred to the very depths of our hearts by the singing of children gathered in a Sunday morning service. Here we saw boys and girls learning all sorts of trades and agriculture and realized that their period of training was not overlong when we saw a party of lads starting forth to go to Macedonia where they were to work on farms. As contrasted with them the many small children of kindergarten age made us appreciate that while the Near East Relief children were undoubtedly growing up, there were still little ones whose start in life depends on us.

THE same feeling was almost overwhelming at Sidon in Syria where the Bird's Nest Orphanage shelters more small children than are cared for by us in any other one place. These tiny boys and girls with older girls to act as "mairiks" or housemothers, are most winning. They are not yet learning trades but are preparing for the future unconsciously by developing the precious qualities of character that will make them good men and women. The older girls are, like those of the same age in other orphanages, mastering the domestic arts. It is at the Antilyas industrial schools that young craftsmen and business men are to be seen. Here the boys are not only taught the technical and mechanical aspects of cabinet-making, ironwork and so on; they are

trained to take an order and follow it through to delivery and payment. They draw up the specifications, purchase the material, count the costs, set the price and deliver the goods. When they enter the business world they will be equipped to go into business on their own account, not merely to be employees. Our party was impressed with the thoroughness of this preparation.

The Ghazir orphanage still has girls of all ages, all being taught whatever girls over there should be taught to make them successful wives and helpmeets or useful members of any family in which they may live. The specialty of this orphanage is the making of rugs. Here was made the rug which I had the honor of presenting to the Congress of Parents and Teachers at the National Convention at Atlanta last year and which now hangs on the wall in the National Headquarters in Washington.

In addition to the training in rug making there is at Ghazir a group of older girls who are the workers in what is practically a rug factory, under the supervision of the Director of the orphanage. These girls are paid the usual wages of the country and live in a co-operative house managed by a "mairik" whose salary they share among them pro rata as they do the other expenses. They turn out exceptionally fine products that are marketed in Beirut, in Europe and in New York. Their smiling independence and their expressions of gratitude to America for enabling them to become self-supporting were most gratifying to see and hear.

GOING around the Mediterranean thus is like looking at a panorama of Near East Relief orphanage work, from very young children still at Syra and almost young men at Cairo. Each place has its points of resemblance and of difference but everywhere the gratitude is evident. All who have given before to these children on Golden Rule Sunday and all who may never have given but who have been moved to express their Golden Rule spirit may feel assured that there is no welfare work in the world more constructive or more valued.

IN CLEVELAND

CONFERENCE

THE Rural Life Conference to be held on Friday and Saturday, April 27, 28, will be an event of unusual interest. There will be four sessions, three on Friday and one on Saturday, with a dinner meeting Friday evening and a luncheon on Saturday. The theme will be: The Challenge of Rural Youth to the National Congress of Parents and Teachers. Miss Florence Ward, U. S. Dept. of Agriculture, will act as Chairman, and among the leaders of discussion will be such national authorities as Adelaide S. Baylor, Grace E. Frysinger, A. B. Graham, Mrs. Katherine Cook, Dr. E. L. Kirkpatrick, Dr. Lewis R. Alderman and others from the departments of the Government, Nat. T. Frame of the American Country Life Association, and Dr. J. D. Willard of the Michigan State College of Agriculture. This will be a rare opportunity for experts and social workers to meet and talk with the people who represent the community.

CLASSES

On April 30-May 1-3-4, there will be classes in Dramatics and Pageantry, Song and Recreation Leadership in Associations, Publicity, Parliamentary Law and Program-making. Our good friend and ally, the Playground and Recreation Association has lent to the Congress Mr. John Martin, who is unsurpassed as a play leader, and who will conduct a Play Night in addition to teaching the class in Recreation, and Mrs. Elizabeth Hanley, their expert in Dramatics and Pageantry, who will both teach and demonstrate her specialty. Other instructors will be Mrs. William Anderson, National Parliamentarian, Mrs. Laura Underhill Kohn, National Publicity Manager, and Mrs. Earl Morris, National Program Manager. Mrs. Roe, Mrs. Watkins and Miss Hays will also be available for consultation of matters connected with office, extension and field work.

TRANSPORTATION FOR THE CONVENTION

Before we know it, the time will be here for us to buy our tickets to the Cleveland Convention. It behooves us then to plan our trip and to learn just how we may secure the reduced railroad fare. Many of the passenger associations have granted the National Congress of Parents and Teachers a concession of one and one-half fares on the Certificate Plan, and the delegates should show their appreciation of this concession by taking advantage of it and thus make the ticket sales indicate as accurately as possible the actual attendance at the convention.

In many cases in the past, the small number of tickets sold by the railroads would seem to indicate that the subject of reduced railroad rates had been a matter of little concern to the delegates and members individually. More and more they have been using other means of transportation. This year let us all buy railroad tickets and so make the number of tickets sold reach such a total that next year we may be entitled to use the Identification Plan. If you wish to come by motor, stop at any station from which the fare to Cleveland is more than 70 cents, buy a ticket, and so assure the low rate to those who must travel far by train. To take advantage

EXHIBITS

The keynote of the exhibits this year will be *Service*. The co-operating agencies of the Congress have been asked to demonstrate as helpfully as possible the service they are prepared to render through the organization units, and such a showing cannot fail to be of immense practical and educational value. There will be in addition, the CHILD WELFARE MAGAZINE booth, where local chairmen may receive assistance and advice, the Little Book Shop, where books for parents, for teachers and for children will be attractively displayed, and a Model Office, showing efficiency methods adapted to varying budgets. There will be daily balloting for the most helpful exhibit and the most artistic one.

STATE POSTERS

The state Branches have been requested to send posters expressive of the most interesting and important activities during the past year. These will be on exhibition throughout the week and will be judged in three classes, in each of which three awards will be made; the most beautiful poster, the most striking poster and the one offering the most helpful idea.

CONTESTS

In addition to the Poster Contest, the Summer Round-Up awards and the Gold Star magazine dinner, a new contest will arouse interest, though this year it will be in the nature of recognition rather than competition. The growing interest in our "Standard" and "Superior" association requirements has occasioned the offering of a cup to the state showing the largest percentage of "Standard" associations among its units, this cup to be held for a year or until won by another state.

Owing to unavoidable delay in the completion of some arrangements, the complete program announced for this issue will not be published until the April number, but it will be sent out to the states during February.

of the reduced fare a definite plan of action must be followed. Here it is:

I. Several days before you plan to start, ask the railroad ticket office if they have the reduced fare certificates. If they do not have the certificates, ask if these cannot be secured before the day on which you wish to begin your journey.

II. Certificates will be available on and after April 20th. Go to your ticket agent and purchase a *one-way ticket* (e. g., Chicago to Cleveland). When you purchase the ticket ask for a *certificate*. Do not make the mistake so often made, of asking for a receipt.

III. Immediately upon arrival at the Cleveland Convention Headquarters leave your certificate at the transportation table. The chairman of transportation will have the certificate validated and ready to return to you by May 4th.

IV. Any time before May 9th take the certificate to the ticket office in Cleveland and buy your ticket home. For this you will pay *one-half of the regular fare*.

IF you do not secure a certificate when you buy your ticket in your home town, and then have it validated at the convention, you cannot obtain the reduced fare.



Recreation

“What Shall We Do—First?”

BY MARGARET KIMBALL

Local Director, Northampton (Mass.) Council of Girl Scouts

“**W**HAT shall we do?” The speaker was a girl of twelve sitting on the porch steps in the midst of an idle group of attractive youngsters. They discussed various possibilities but couldn’t agree on anything and so spent the afternoon wishing they lived in a big city instead of in this quiet suburb which they contemptuously dubbed a “hick town.”

On that same afternoon another group of about the same age met on another porch. They also began with the same question—“What shall we do?”—but they added another word—“first?”—and suggestions came so thick and fast from girls whose faces were sparkling with animation that their leader had laughingly to call a halt. A bazaar, a play and a camping trip were all ardently advocated, but finally the camping trip won, and it was not long before careful plans were being worked out.

The difference is in that word—“first.”

It is easy to see why the plan of organized recreation works. It has a purpose, it holds interest, it furnishes ideas and incen-

tive, and it provides keen, enthusiastic leadership. It implies action from the very start—and the only question is “What shall we do first?”—for assuredly we shall do many things before the year is out.

It is in this matter of purpose and incentive, I think, that is its chief excuse for being—in the lack of it that most of our difficulties occur. Girls and boys from ten to twenty feel very grown up in their own minds. Indeed, they *are* grown up—most of them—and they are no longer content with make-believes. They want something “real,” something difficult enough, important enough, to claim their whole heart and soul, something into which they can pour their intense idealism and their abundant creative energy.

How shall we meet that need? Will ready made amusements—movies, meet it? Probably not. These things are too passive. Our girls and boys want actual living, not seeing someone else live on a silver screen. They want to do the heroic thing themselves—not leave it all for Tom Mix.

GROUPS that I have known have found the answer in all sorts of activities. First, perhaps, those of the outdoor group—hiking, swimming, camping and tramping, which with their less strenuous counterparts, canoeing, nature-study, loafing in the woods, make up the most truly recreational of all of our programs, when rightly planned. Here we meet "realness." We are face to face with actual conditions—wet weather, food shortage, mosquitoes, snow storms. Our whole being is called into action. Our minds and bodies are given up wholly to the business at hand—whether it be erecting a lean-to or conquering a mountain. We have the joy of conscious mastery for a reward, and the pleasant fatigue which insures deep, restful sleep at the end of the day. To be sure this group of activities needs very careful planning and entirely adequate leadership. A group going off for a skiing party or a week-end camping trip must be familiar with the country, must, if they plan to camp, be perfectly certain of the shelter that is available, of the absolute safety of the water supply. They must be sure to take plenty of the right sort of food—and this involves a study of food values in order to secure the most nourishing, well-balanced meals that can be had with the fewest number of cooking utensils and the least amount of "duffle" to be carried. If swimming is a part of the program it is essential that there be at least one qualified Senior Red Cross Life Saver, whose age and judgment justify her acceptance of the responsibilities involved. One mishap may easily spoil the trip for everyone concerned. It is no easy matter—chaperoning a camping trip—but it is the most entirely satisfactory occupation I have ever met, and its happy values and enduring worth-whileness more than make up for the grave responsibility and the fatigue.

EQUAL in importance to outdoor activities we have the artistic things, the creation and enjoyment of beauty. Weaving and pottery, leather craft, whittling, writing and reading poetry, giving plays and attending them, dancing, drawing and pho-

tography, concerts, reading—a whole world of recreation through contact with beauty in its various forms. Space does not permit us to go into the endless possibilities in this field—or into any concrete suggestions for building them into our programs. But we are firmly convinced that the most valuable thing that we can do for any human being is to make him feel at home with beauty, to teach him the difference between that which is beautiful and that which is merely pretty, and then show him that in some medium and to some degree he is himself able to create beauty. We need the manual arts of weaving and batik and basketry and block printing, and we need the more subtle visual and auditory arts of music and poetry, painting, dramatics and dancing, for there are many of us who cannot use our hands deftly enough to mold a vase or make a basket, yet who can express our feeling for loveliness in patterns of words or sounds; who, if we cannot make our own poems or songs, can by our sympathetic interpretations reveal beauty in other people's compositions. In leading a group to sing the lovely old European folk-songs we are laying a foundation for musical appreciation which will stand them in good stead all their lives. The old folk-tunes are beautiful, and they are the rhythms and melodies upon which the great masters built—the musical background of the race. It has been said that group singing is the most completely socializing experience which one can have. Surely we want to give it to our girls.

DRAMATICS, too, they should have. They need that contact with color, the visualizing of imaginative experiences, the fun of living out their ideals, of being for a brief evening, the hero, the brave knight, the gracious princess. For in "being" that other character something a little richer comes into the life of the actor. A little of the heroism, the knightliness, the graciousness will endure long after the lines are forgotten.

Often we find groups whose conception of recreation is limited to playground apparatus work, baseball games and commu-

nity parties, groups who see recreation only as a *program* instead of as a *process*. To be sure we have this third group of recreational activities. The social games and social dancing, the community parties and impromptu stunts, all have their value as pleasure-giving outlets and as providing social contacts. It is an important group, for as man meets man in social relations he finds himself more surely—measures his place in the pattern of the whole, compares his standards and recognizes his limitations and his values in the social structure. The social dance and the baseball game—claiming the whole personality in a swift pattern of action, have this re-making value, certainly—but they are only one side of the story, and if we limit our programs to these things we are certain to produce one-sided development.

THE whole world is a great storehouse of recreational possibilities. How are we going to select from this wealth of material that which will meet the needs of our girls? How shall we organize those groups so that they can have this experience of re-creation?

We have found that the natural, spontaneous group is the ideal one to work with. Not all the girls of one age, or of one neighborhood, or of one church, but the girls who "go together." And to get this group together it has been found that the most informal beginning works best. Not—"all the High School girls meet on a certain day to form a Club"—but—"Would you and your friends like to work with me in building a doll's house for the children's hospital?" The first proposition makes the Club—the organization—the chief aim. It implies that in having a "Club" the social needs of the group will be met. The second method of approach suggests action, service—a definite end to be accomplished and a hint of fun in the doing of something together as a group. If the actual organization of a Club seems desirable, let it follow naturally later on—and if the group wishes to broaden its contacts and enlarge its scope by affiliation with any of the big National recreation programs

such as the Camp Fire girls, the Girl Scouts, the Pioneers, etc., they will find this larger membership a further incentive to worth-while accomplishment. But after all, organization is only a means to an end—a more orderly and systematic way of accomplishing something that seems desirable to a group naturally congenial.

And this natural group will choose its own activities—beginning with the need or cause or project which originally brought them together, working through similar activities into larger and larger fields. A group which begins by meeting to make baby clothes for a hospital or for flood refugees may discover that it has here a certain ability which can be turned to useful account. It may find further that it enjoys working together, and so it will not be long until from making baby clothes it has turned to a study of child care under a Red Cross nurse; until from child care it has branched out into service at the Day Nursery. It may develop a toy shop for the mending of Christmas toys, and then learn to make simple play things. The toy shop might have an order for Christmas wreaths, which would lead to tramps through winter woods to find materials, and a study of them to know what may be picked freely and which ones need protection and conservation. This in its turn will lead to a study of berries that should be left for the winter birds, and thus to other branches of nature study—bird-feeding stations, and so on and on and on.

IT ISN'T difficult to interest a group of adolescent girls. It isn't difficult to organize a group—if you don't worry too much about the organization. What does it matter if Mary Jones does find a different club more to her liking—or if she prefers no club at all, for that matter—if in her contact with your group she has learned how to give herself generously to a cause that is bigger than herself, if she has identified herself whole-heartedly in the creation of something beautiful so that even for an hour she has lost herself wholly in the thing she was doing? If you have done your job right you have introduced

her to a whole realm of possibilities she had not known before, and while you may feel that she could get much more if she stayed with you, never mind. She may discover that herself and come back, or she may go farther by herself along the trail that you have pointed out—much farther—and she may reach goals of which you have never dreamed.

FOR recreation is a process, not a program—the process of being re-made—and it matters not whether we achieve that end through manual arts or physical activity. Recreation is a state of mind—a mind that sees the fun of living and attacks each day joyously. There are people to whom the writing of poetry is not recreation but impossibility—let us not impose our pleasure

in it upon them. There are many to whom a camping trip is simply an adventure in the stoic endurance of discomfort. Surely we can find something more suited to their need. But when we find the activity to which we can give ourselves whole-heartedly and absolutely, in which we can lose ourselves so completely that we are conscious of no past nor future, neither income tax, nor tomorrow's meals, nor the departing cook, an activity of which we have become so entirely a part that we have no existence outside of it—then we have found recreation. To a degree we have been re-created, made over in the thing we are doing—and some day we will find that we have grown a bit—in understanding, and appreciation, and tolerance, and self-realization.



Characteristic Attitudes of the Youth who succeeds

1. When given an order, I will reply, "Yes Sir."
2. I must be diligent for I cannot afford to lose my job.
3. I am studying the wishes of my boss, that I may be able to please him.
4. I will not ask for a raise until I am worth it.
5. School is my best friend.
6. I can learn many of life's lessons in four hours.
7. I will do everything I can to cooperate and carry out the wishes of my boss.
8. When my employer criticises me, I will bear the correction patiently.
9. I will gladly do my share of overtime.
10. I am going to study his ways, to find out why he succeeds and I fail.

Characteristic Attitudes of the Youth who fails

1. I'll not take orders from anybody.
2. I don't care, I can get another job.
3. I hate my boss.
4. If I don't get a raise in a month, I'll not stay on this job.
5. School is the bunk.
6. You can't learn anything in four hours.
7. I gave up my job because the boss couldn't get along with me.
8. I'll get even with him. I'll wait till there is a rush of business and then I'll quit.
9. I'll not work overtime for any boss.
10. If I had his drag I could get a job too.

Safety

Conducted by the Education Division,
National Safety Council



Checking Up on Safety

BY FLORENCE NELSON

LAST September an article in this department emphasized the need for checking the results of safety instruction in the school to determine whether such instruction is actually reducing the number of accidents in the community. The surprising results in the reduction of child mortality which have been obtained by cities where safety education has become a regular part of the course of study can be had in any community which adapts its program of safety instruction to its specific accident problem. Educating the child in accident prevention is facilitated by focusing his attention on local conditions and familiar hazards which he encounters each day.

A simple illustration of this is found in a New Jersey school system where the art supervisor was planning a series of safety posters for all grades. Before starting her work on this particular project she made a survey of the school building and the various routes to and from school and listed certain definite local hazards. One was a railroad crossing where great caution was necessary; another a busy intersection at Main Street where small boys and girls must not only wait for the signal of the police officer, but guard against vehicles suddenly turning from the side street into the main stream of traffic. Directly in front of the school was a stone balustrade down whose shiny surface the second and third graders were wont to slide at dismissal time, often landing in heaps at the bottom and sustaining a variety of bumps and bruises. It was further discovered that even the older children so far forgot their

dignity as to use this delightful and speedy means of descent. So far no very serious accidents had resulted, but the balustrade was a hazard which might any day cause fatal injury to one of these frolicking youngsters.

When the poster-making project was introduced into the classroom the supervisor discussed the neighborhood safety problem with the children, and suggested that they design their posters to help reduce accidents at these dangerous points. Some very interesting things were done with match stick figures sliding down the balustrade and landing in painful attitudes, and these posters, when displayed about the school, actually had the effect of inducing the children to use the stairway. Warnings about traffic at Main and Orchard Streets and other familiar spots in the neighborhood were much more effective than the more general slogans such as *Watch Your Step* and *Cross Crossings Cautiously*.

If mother and teacher can check up together on the kinds of accidents which are happening both at school and at home it will be possible to formulate a thoroughly worth while program of training in safe habits.

Last September's article included a questionnaire used in a school at Springfield, Massachusetts to determine just how far reaching were the efforts at safety teaching. This was a check-up on vacation accidents. It was followed a week later by a second questionnaire on *Safety in Going to and from School*, and during the children's playtime, as follows:

Safety Education Questionnaire Number 2

I. Safety in Going to and from School

1. Do your children exercise caution when crossing the street?
2. Do they cross at the crosswalk whenever it is possible?
3. Do your children come directly home after school?
4. Have your children ever suffered any accident or injury in going to and from school? If so, explain briefly.

II. Safety in Play Outside School Hours

1. Do your children keep out of the street when playing ball, marbles, etc.
2. Have they ever been injured because of running into the street after balls, hats, etc., which have fallen or blown into the street? If so, explain briefly.
3. As far as you know, do your children avoid running after and hopping on to moving trucks and vehicles?
4. Do your children beg for rides?
5. a. Have you ever seen any of the East Springfield School children running after and hopping on to moving trucks and vehicles since September 9?

- b. If so, give the number of different children as nearly as you can.

6. When your children play in the house, do they exercise care in handling toys, scissors, pins, needles, Victrola needles, etc.?
7. Can you report any accidents due to carelessness while playing in the house?

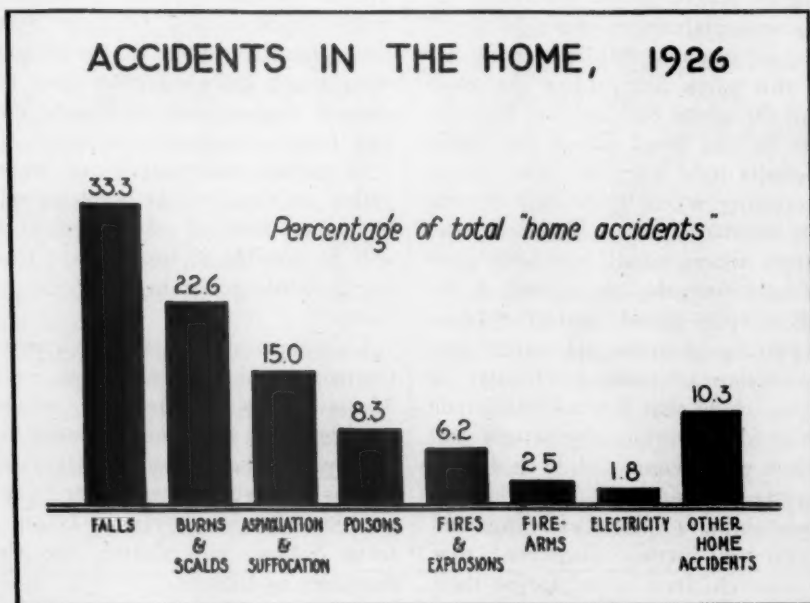
III. Safety on the Street Car and in the Shopping District

1. Do your children wait until the car stops when getting on and off the street car?
2. Do they look both ways before crossing to the sidewalk?
3. Do they watch the traffic officer's signals?
4. Do your children always cross on the crosswalks when in the shopping district?

IV. If Your Children Were in an Accident or Were Lost, Would They Be Able to Give the Following:

1. Full name.
2. Father's name; mother's name.
3. Street and number.
4. Where father works.
5. Name of school attending.

A questionnaire much more detailed and better adapted to local conditions might be worked out by a Parent-Teacher Association and distributed to the homes in the neighborhood. When the results are tabulated they will be found to yield much valuable information on which to base safety instruction in school and home.



Four Centuries of Newsreels

BY J. IRVING GREENE

MANY Parent-Teacher Associations are inquiring, "What are these Yale historical motion pictures we have been hearing about through our membership and from our schools?" For this reason the Editor has requested this brief outline of the film project carried on by the Yale University Press, under the supervision of a Committee of the Council of Yale University.

Under the general title of *The Chronicles of America Photoplays*, the series now comprises fifteen individual pictures, each one complete within itself and as a group providing a vivid panorama of outstanding events in our country's history, from Columbus' voyage of discovery to the meeting of Grant and Lee at Appomattox.

Perhaps the most graphic way in which to convey an idea of the nature and value of the films is to compare them with the modern newsreel which records current history, week by week. The world was thrilled in seeing the newsreel shots of Lindbergh's amazing flight. These scenes will be preserved for years to come. Now imagine that a newsreel cameraman could have planted his tripod on the sands of Watling Island and the scene of Columbus setting foot on a new continent could have been preserved. Imagine a newsreel covering the signing of the Declaration of Independence and the enthusiasm in Philadelphia in 1776. Imagine an intrepid photographer accompanying Daniel Boone on his explorations, present with the Continental troops at Yorktown, at the inauguration of President Washington. Visualize almost any of the great events in the history of our nation, recorded by the camera and preserved for the benefit and inspiration of our own and of coming generations.



Courtesy of Yale University Press

*General George Washington, from "Yorktown," one of the *Chronicles of America Photoplays*.*

This is what historical scholarship, aided by modern science, has accomplished in effect through the production of the Yale photoplays. Of course accuracy in historical fact might be expected of a work carried on under such auspices. Even more amazing is the manner in which the spirit and soul of bygone days have been recreated, and the personalities of great Americans have been made to live again amid the very scenes of their achievements. To accomplish this, every character and setting, every bit of scenery and architecture, all of the thousands of objects used in the pictures, representing literally years of exhaustive research and study, are accurately reproduced in the various films.

It is small wonder that the nation's press, as well as outstanding authorities,

have welcomed the Yale photoplays as perhaps the finest use yet made of the motion picture toward constructive ends. "No one," it has been said, "can see such pictures and fail to come away with a truer and more vivid sense of the metal out of which our nation has been forged, a broader and keener vision of the meaning of America." Perhaps one of the finest tributes was that paid by a friend who remarked that "Just as I desire to bring into the lives of my children the most beautiful work of various painters, sculptors, musicians and writers, so I would want them to see these pictures—all of them."

The possibilities inherent in the use of the films are vast. Naturally one immediately thinks of their value in terms of visual instruction, as a new and effective method of assisting in the teaching of American History. Hundreds of schools already are using the pictures systematically. Therein may lie their greatest service, but comparable to this, they offer excellent opportunity of helping build up that spirit which stands for better citizenship and genuine love of country, among native and foreign-born citizens alike. Those whose early schooling did not offer the opportunity to thus vividly appreciate our nation's history, respond with no less enthusiasm than new citizens who lately have come to our shores. Striking deeply at this subject, one very active in Americanization work has asked "How can aliens become American citizens with any degree of enthusiasm when they do not know anything about the new country they are in? I wish the *Chronicles* were presented in all Americanization centers wherever there are groups of foreigners, even though they cannot yet speak English."

A third quality which commends the films is their

fascination from the viewpoint of human interest; their suitability for presentation by local groups anxious to bring to communities educational and cultural benefits through the showing of the highest type of motion pictures. While limitations of space prevent a more complete discussion of the photoplays, this information has been summarized in an illustrated booklet which the Yale University Press has prepared and which, it is safe to say, the Press would be glad to send to Parent-Teacher Associations.

How best can our groups take advantage of the opportunities offered by this work? It would seem that no activity could be more in line with our purposes; no project more welcomed by our schools than a movement to bring about the showing of these historical subjects. In some cases Parent-Teacher groups have sponsored the use of the films for purely instructional purposes, a praiseworthy plan of school co-operation. Their value having been demonstrated, school boards frequently have taken over the securing of the films for systematic use in connection with school work. In other cases, local groups have made the films available by means of community showings in the school or a similar community center.

If one definite suggestion were to be made in this article, the recommendation would be this: first, secure complete information regarding the photoplays from the Yale University Press, New Haven, Connecticut. Second, discuss at your next meeting the possibility of bringing about the presentation of some or all of the pictures.

Third, outline to the Yale University Press the plan which appeals to your Association. The pictures are available for use in every section of the country, and you may be assured of wholehearted co-operation on the part of the producers.



Courtesy of Yale University Press

*The Landing of Columbus, from "Columbus," one of the *Chronicles of America* Photoplays.*

Does the Modern High School Need a Parent-Teacher Association?

BY FRANK M. EDSON

*Chairman, High School Parent-Teacher Association, Junior High School,
Elmira, N. Y.*

THE public high school occupies the peculiar position in this country of belonging to the people, yet being far removed from their thinking and their sympathetic understanding. The elementary school is the neighborhood school. The child, doubtless, was taken there for the first time by the parent. The parent has more or less frequently visited the school. He can find out about the child's work by visiting one teacher, who has the pupil in all subjects. He has felt that he could, in a way, understand the school. But when the child enters the high school, all is changed. This school is probably in a section of the city far removed from the residence of the child. It is in a large and intricate building. No one teacher has his child. The principal is a busy man, difficult at times to locate, and when found he does not seem to know anything very definite about the work of the individual pupil. The usual result is that the parent never visits the school.

High School Needs P.-T. A.

All of the forces which work against the individual parent in visiting his high school also work against the group in the form of the Parent-Teacher Association in coming in close contact with the working of the institution. It is easy to organize and to maintain an association in the elementary school; it is difficult to organize and more difficult to maintain one in the high school. Yet of the two schools the high school is the one which most needs the association. The teacher and the parent need to get together in order to understand more fully the adolescent child. The teacher

must know as much as possible the home environment from which the pupil comes. He should know the conditions at home which permit or hinder home study.

The Parent Should Know

Guidance, both educational and vocational, has become a large factor in the modern secondary school. No guidance is worthy of the name that leaves the parent out of consideration. The guidance teacher must know the hopes and the ambitions of the parents as well as the limitations. The parent should know the educational possibilities of the school as well as the occupational possibilities of organized society. He should know the limitations of his child; he should know as well his abilities and his aptitudes.

In other words, the modern high school cannot do its best work until it has taken into account the parents of the pupils. The main reason why the private high school seemingly does more for its pupils than the public school is that the private school does, within its own walls, the work of the parent and the school. For the time being it takes the place of the parent and so comes into a fuller knowledge of the child. The public high school could obtain the same results if parents would give the time necessary to attend to the working of a Parent-Teacher Association, and if the school would welcome with sympathetic understanding this same association.

What a P.-T. A. Should Do

The association should not be expected to do for the school any material thing. The very fact that several hundred parents

have come to the school once a month or less regularly is enough in itself to warrant the existence of the group. The parents should learn something of the aims and objectives of modern education. The teachers should come into more sympathetic understanding of Mary or Johnnie because they have met the parents of these pupils. The teachers, through these contracts, should come to realize that they are teaching individual boys and girls and not mere subjects. The parent should learn that the teacher is intensely interested in the problems of the individual child. This all tends to give a healthy tone to the school—it becomes a living soul and not a machine.

Reflects Group Thinking

The time is rapidly coming when the parents, who give unstintedly through their taxes for buildings and equipment and highly trained teachers, will think it as necessary to give to the school an active

association of themselves. Communities are now demanding better buildings and better equipment and better teachers. Many communities are also demanding that teachers and parents get together on the common basis of the child to the end that the individual child may obtain a square deal and become prepared as completely as possible for life's joys and life's tasks. This demand must come from the parents themselves; it cannot come consistently from the school. If the parents believe that the educational welfare of the child is the most important thing in their lives and something which cannot be fully delegated, they will insist that their school have an active association; if they do not believe this, they will not put much heart into any association. An association, or a lack of one, merely reflects the group thinking of the community toward its greatest job, namely, the education of its boys and girls.

—New York State Bulletin.

NEEDS OF THE JUNIOR WORKER

1. Straight Thinking

2. Clean Living

3. Good Health

4. Attractive Personality

5. Proper Attitude

6. Right Kind of Recreation

7. Optimistic Outlook on Life

8. Attractive Mode of Dress

9. A Job Fitted to Him

10. Character Building:

1. Honesty

2. Courage

3. Ambition

4. Self Control

5. Punctuality

6. Reliability

7. Obedience

8. Self Confidence

9. Alertness

10. Cleanliness of body and mind and heart and speech

11. Decision

12. Perseverance

13. Thrift

14. Balance

15. Foresight

16. Hope

Better Homes in 1928

FOR the seventh time the Better Homes campaign is under way. Herbert Hoover, president of Better Homes in America, has appointed over three thousand local chairmen in every corner of the United States, including Alaska and Hawaii. Local committees everywhere report thorough-going campaigns already started, to culminate in Better Homes Week, April 22-28, 1928.

Few readers of the *CHILD WELFARE MAGAZINE* need be told the purpose of a Better Homes campaign, for most of them have already taken part in one. Better Homes in America is an educational organization with headquarters in Washington, D. C. In addition to having Herbert Hoover as its president, it has Calvin Coolidge as the chairman of its advisory council. James Ford, professor of social ethics at Harvard University, is its executive director, and conducts the national Better Homes campaign. With guidance from National Headquarters the four thousand local committees plan all manner of things to show their own communities how to improve their homes.

Among the features of Better Homes campaigns is the demonstration of completely furnished houses, new or reconditioned houses costing, unfurnished, with lot not over \$10,000, most of them costing considerably less. No one who has any part in arranging for the demonstration of such a house stands to make a cent of profit from it. The chairman and other members of the local committee and all those helping give their time solely for the benefit of the homemaker. A Better Homes demonstration house is thus entirely non-commercial. Many commercial or semi-commercial house-building organizations or movements demonstrate houses and often use the phrase "Better Homes" in connection with them. But they are not the

"Better Homes" of Better Homes in America, for they are demonstrated to make a profit for somebody.

The way to recognize a true "Better Homes" house is through the publicly expressed sponsorship of it by the local committee of Better Homes in America.

This is the sort of home movement with which the parent-teacher associations can feel well justified in co-operating. For not only does it stand for making attractive, comfortable houses accessible to families of modest income, but it stands for education in all that goes to make up home life. It is directly and vitally concerned with the development of the child. For instance, the stimulation of home music, home reading and home play is an important part of the Better Homes work. The parent-teacher associations can also render particularly useful co-operation in stimulating practical homemaking instruction for young girls in the schools by means of home economics cottages. A comparatively recent and most significant development is the construction of such houses by the boys in vocational classes or vocational schools. A school superintendent may be ready and willing to try such projects, which serve the double purpose of teaching the boys how to build the house and the girls how to use it, but unless he receives encouragement from the parent-teacher associations his hands are only too likely to be bound.

The parent-teacher associations can help at every stage of the campaign, for there is no phase of the home with which both the parent and the teacher are not vitally concerned. In her 1925 annual message, Mrs. A. H. Reeve, President of the National Congress of Parents and Teachers, wrote, "If there is one object more than another for which we should labor with all the power that is within us, it is the assuring of a better home for every child."

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
 F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.
 J—Juvenile. Juvenile pictures are recommended for children under fourteen years.
 SR—Short reels are for the general audience.
 W—Westerns, recommended for the family.

*—Especially recommended.

A—Good.

B—Harmless, but second rate as to plot and production.

R—RATING

R	Title	Class	Stars	Producer	Reel
B	Aflame in the Sky	A	Jack Luden-Sharon Lynn	Film Booking Of.	6
B	The Broken Mask	F	Barbara Bedford-Cullen Landis	Masterpiece	6
A	The Circus	J-F	Charles Chaplin	United Artists	7
A	Felix the Cat in "Loco" Motive	SR	Pat Sullivan Cartoon	Educational	1
A	The Fourflusher	F	Marion Nixon-George Lewis	Universal	6
A	The Gaucho	J-F	Douglas Fairbanks	United Artists	10
B	Gallop Fury	W	Hoot Gibson	Universal	6
A	The Gay Defender	F	Richard Dix-Thelma Todd	Para. Fam. Lasky	7
A	Honeymoon Hate	A	Florence Vidor	Para. Fam. Lasky	6
B	The Kentucky Handicap	F	Racing story	Rayart Prod.	6
A	The Last Command (Story of Russian Revolution)	A	Emil Jannings	Para. Fam. Lasky	9
A	Little Micky Grogan	J-F	Frankie Darro-J. Ralston	Film Booking Of.	6
B	The Night Flyer	F	Wm. Boyd (Thriller about mail contracts)	Pathé	7
A	The Noose (Hero accused of murder. Story harrowing—acting, very good)	A	Richard Barthelmess	First National	8
A	On Your Toes	F-J	Reginald Denny-B. Worth	Universal	6
B	The Opening Night	F	Clara Bow-Charles Rogers	Columbia Prod.	6
B	Outcast Souls	F	Priscilla Bonner-R. Lewis	Sterling Prod.	6
A	Over the Andes	SR	South American Scenic	Fox Film Prod.	1
A	Sailors' Wives	F	Mary Astor-Lloyd Hughes	First National	6
A	The Silver Slave	A	Irene Rich	Warner Bros.	5
A	Sorrell and Son	F	H. B. Warner-A. Q. Nilsson	United Artists	10
A	13 Washington Square	F	Jean Hersholt-Alice Joyce	Universal	6
B	Wallflowers	F	Hugh Trevor-Lola Todd	Film Booking Of.	7
A	West Point	F	Wm. Haines-Joan Crawford	Met. Gold. Mayer	9
A	Wild Geese	A	Belle Bennett	Tiffany Prod.	7
B	Wild Born	W	Tex Maynard	Rayart Prod.	
A*	Wings	F	Claire Windsor-J. Bowers	Para. Fam. Lasky	12
A	Wonders of the Blue Gulf of Mexico	SR	Ufa Prod. Scenic	Met. Gold. Mayer	1

Mothers' Day

THE Community Drama Service of the Playground and Recreation Association has just issued a new Bulletin of material for the observation of Mothers' Day. It contains a playlet, a list of appropriate music and a large number of excellent suggestions for the celebration. Write to Community Drama Service, 315 Fourth Avenue, New York, enclosing 25 cents.

National Music Week

BY MARGARET WHEELER ROSS

National Chairman, Committee on Music and Drama, N. C. P.-T.

THE lovely month of May will bring with it National Music Week, beginning with the first Sunday, the 6th. Only two months for preparation!

I am sure that every Parent-Teacher Association will want to "do its bit" towards the success of this annual event, and this article is written to suggest that every local president appoint, at once, a special Music Week Chairman, if there is not already a general chairman of music serving in her unit who will assume this responsibility.

Music belongs to everybody. It is no longer a special gift to be enjoyed by a few privileged people, but it is here for the blessing of all. There never was a time when so much program material has been available to the public, and every Parent-Teacher Association should plan to emphasize music some time during this particular week.

It has been suggested to your Chairman by Mr. Kenneth S. Clark, assistant secretary, National Music Week Committee, that the feature of your activity might take two forms:

1. Where there is a well developed system of music instruction in a school, the Parent-Teacher Association can draw attention to that instruction as a part of Music Week. Suggestions on this point are found in the preface of our folder, "Special Activities for Schools in National Music Week."

2. "Where there is not such instruction, the association can campaign for its introduction. This can be done by contacts with the school authorities, by educational publicity, and by introducing music in the schools as a part of Music Week, so as to make it an entering wedge for permanent music work. The training of the teachers for such regular instruction could also be promoted by the local association."

"In this propaganda for school music the associations could make use of some of the Bureau's pamphlets, especially 'Music and the Sacred Seven,' 'The Value of Musical

Training to Children in the Schools of America,' 'A Speech that Raised \$2,000 for the Band,' 'A Letter to the Parent-Teacher Associations of Kentucky,' all of which may be obtained from the National Bureau for the Advancement of Music, 45 West 45th. St., New York City."

One of the most beneficial things musically that can be done for the youth of the community is a well-planned music memory contest. This awakens interest in many directions. It is possible to include the merchants, the churches, theatres, music-schools, clubs, lodges, and private teachers in this program, and secure their co-operation in stimulating interest in the subject and the contest. It works out most satisfactorily in small communities. Mrs. Ruth Haller Ottaway, Port Huron, your former National Music Chairman, has kindly offered to advise and assist those who wish to put on a music memory contest. You should have a capable, enthusiastic chairman, who is willing to pledge her time and strength for this week. Material and instructions for a contest, simple and comprehensive, may be had from Mrs. Ottaway.

In some instances the Parent-Teacher Associations are stressing their music interests in one direction, the providing of a mechanical player, with appropriate records for their school. This is a splendid move especially in small, isolated, communities, and Music Week would be an opportune and appropriate time to inaugurate such a project, where such a need exists.

If you are fortunate enough to have good music in your schools and adequate equipment, then begin a campaign for a good musical library of text-books, biography, history, appreciation; and the scores in the higher and more expensive forms. There is always a need for these, and combined

effort will often bring them where the pleadings of a lone instructor will fail with an unsympathetic Board of Administration.

I hope for an enthusiastic response from our Associations, no matter how small, and

I ask that you report your activities of this week to your State Chairman of Music, that she, in turn, may report them to me.

Let us help to make "America the Beautiful," America the Musical.



American School Citizenship League

World Essay Contest, 1928

Open to Students of All Countries

Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essay on one of the following subjects.

1. OPEN TO SECOND YEAR STUDENTS IN NORMAL SCHOOL AND TEACHERS COLLEGES

"How Teachers May Promote World Friendship"

2. OPEN TO SENIORS IN SECONDARY SCHOOLS

"Each Nation's Contribution to the World"

Three prizes of seventy-five, fifty and twenty-five dollars will be given for the three best essays in each set.

United States Judges

PHILANDER P. CLAXTON, Superintendent of Schools, Tulsa, Oklahoma. Formerly United States Commissioner of Education.

WILLIAM F. RUSSELL, Dean, Teachers College, Columbia University, New York City. Chairman, Committee on International Relations of the National Education Association.

CAROLINE S. WOODRUFF, Principal, State Normal Training School, Castleton, Vermont. President, National Council of Administrative Women in Education.

ERNEST G. HAPGOOD, Head Master, Girls' Latin School, Boston, Massachusetts.

ANNIE C. WOODWARD, Somerville High School, Somerville, Massachusetts. President, Massachusetts Teacher Federation. Member Board of Directors World Federation of Education Associations.

DAVID, FELMLEY, President, Illinois State Normal University, Normal, Illinois.

Contest Closes June 15, 1928

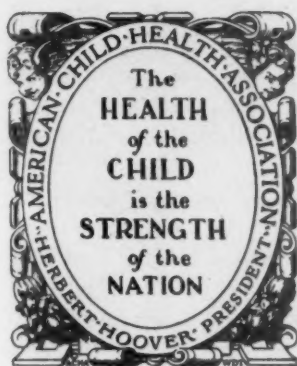
Conditions of the Contest

Each essay must be accompanied by a topical outline and a bibliography with brief notes on each book. Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper 8½ x 11 inches with a margin of at least 1¼ inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to DR. FANNIE FERN ANDREWS, 405 Marlborough Street, Boston 17, Mass., not later than June 15, 1928. Essays should be mailed flat (not rolled).

Each country participating in the contest, other than the United States, shall submit the three best essays in each set (normal and secondary) these essays to be selected by judges appointed in each country. The United States judges will select, from these and from the essays written by pupils of the United States, those which in their opinion should receive the prizes. Students may write in their own language. The three best essays selected by the national judges must be translated into English when submitted to the United States judges.

Many teachers in the United States makes the writing of the essays a part of the regular school work, and send to the League the best essay in the school. Not more than one essay should be sent from each school.



Child Health

CONDUCTED BY THE

American Child Health Association

ALICE FISHER LOOMIS, Editor

in co-operation with the professional Divisions of the Association

The Adolescent

BY LEROY A. WILKES, M.D.

Director, Division of Medical Service, American Child Health Association

SHAKESPEARE'S well known "Seven Ages" of man are recognized as artificial divisions of the life cycle, made for the purpose of convenience and description. In a similar manner we must view that stage of growth and development which we call "adolescence," as a selected part of the complete life cycle; marked by certain characteristics which are most prominent in this age-period, but which often overlap into other ages and are present in varying degree throughout life.

Adolescence is a period of "doing over" or remodeling, to a certain extent. Changes are taking place which quite alter the general appearance and actions of the boy or girl in this stage of life. Routine is disturbed, as in other cases where places and things are being "done over." There are new accommodations to be made to the new developments, and those most intimately associated with the adolescent must recognize this fact early and adapt themselves, with understanding, to the changes taking place. The boy or girl may at times exhibit signs of unstable emotional, nervous and muscular control, as evidenced in some cases, by self-consciousness, crying, temper-outbursts, pugnacity and in other cases by clumsiness, blushing, and similar signs, which, if only occasional in occurrence, may be viewed as normal for this period.

ACTIVITY is a natural outlet for the energy which must find escape, but this energy is more quickly dissipated in adolescence than is frequently appreciated. The fact lies at the bases of much misunderstanding with regard to the "lazy boy." Adolescent youth requires considerably longer rest opportunity—especially following activities which produce marked fatigue. This is a nice problem for those who have the adolescent's welfare to protect and provide for. The "clumsiness" of the adolescent boy is due to the fact that there are two important groups of muscles—the *fundamental* group and those which might be termed the *accessory* group. The first mentioned muscles provide for the big movements requiring greater strength and not so fine a co-ordination as is necessary to the proper function of the *accessory* muscles, the so-called "brain-muscles" which are influenced by every mental state, even though this influence may not show itself in movement. Too great a use of these accessory muscles without sufficient exercise of the fundamental or large muscles causes grimacing, twitchings, twistings of handkerchief, dress or coat-tails, tapping with hand or foot, and these movements indicate the need of large muscle-group activities such as are provided in walking, swimming, skating, coasting, golf and simi-

lar activities—not too intensely competitive in nature to involve the accessory muscles unduly. Adolescents must use their muscles regularly for several reasons, i. e., 1, dissipation of nervous energy; 2, muscular activity for development; 3, emotional outlet; 4, mind occupation to replace sex and other thoughts which may result in practices injurious to the boy or girl.

The physical signs of adolescence in girls are generally well known—the increasing prominence of the breasts, the flare of the hips, the establishment of menstruation. In the case of boys beginning adolescence is indicated by the increasing breadth of shoulders, the deepening of the voice.

The emotional control is lessened as before mentioned and nervous manifestations at this stage should not occasion too great alarm if not too frequent or violent in occurrence. One's household is apt to be temporarily upset and possibly inconvenienced by any process of "doing over," but like other such processes, adolescence produces ordinarily a result which justifies one's expectations and compensates for those things with which we had to "put up" during the period of change.

MANY parents, lacking a better understanding of the adolescent, have intensified the problem of readjustment for their children, and unconsciously added to their own and their children's difficulties by their attitude and actions, sometimes with unhappy results. In most cases I believe that

parents are themselves usually responsible for the faults which they condemn in their adolescent children, though the direct relationship between cause and effect is not so easily demonstrated or explained to the parents themselves.

Adolescence begins in girls somewhat earlier than in boys. At 11 or 12 years of age rapid growth begins in girls and may be followed quickly by the other physical signs of adolescence. The full growth in girls is reached at about the 17th year. With boys the period of rapid growth begins at about 13 or 14 years of age and continues usually until they are about 19 or 21 years of age and in the case of both boys and girls these limits are frequently exceeded. Weight lags behind and extends way beyond the limits of height growth as it is more closely related to the development phases. The latter years of adolescence are impressionable years in which the wise parent recognizes the individualism of his offspring and by wise counsel and direction exerts a tremendous influence for good.

The child is not a small model of the parent, but a new individual whose views, desires and inclinations must receive due consideration and whose love and devotion must be held through sympathy and understanding if parental guidance is to be accepted voluntarily and confidently by the new individual who has suddenly appeared in the mind and presence of the parent and is demanding recognition and consideration of his individual rights.

Opening a New Book

BY ABBIE FARWELL BROWN

*Here's an adventure! What awaits
Beyond these closed, mysterious gates?
Whom shall I meet, where shall I go?
Beyond the lovely land I know?
Above the sky, across the sea?
What shall I learn and feel and be?
Open, strange doors, to good or ill,
I hold my breath a moment still
Before the magic of your look.
What will you do to me, O Book?*

—Selected.

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

There is great demand for specific information about making Parent-Teacher meetings interesting and instructive. The ROUND TABLE is trying to pass on to the many members of the Parent-Teacher family some of the best ideas which crop up in various parts of the country, so that they may be of much service as possible. State Bulletins furnish many suggestions, so do state presidents and field secretaries. There must be many more which are known to successful local associations. Please be sure to send them to the ROUND TABLE for future distribution, together with your questions and comments about the information already published.—M. S. M.

Study Classes and Presidents' Meetings in Massachusetts

THIS year Parent-Teacher members in Massachusetts have developed a real interest in the study of children. In the central part of the state a field secretary, who is a graduate of Mount Holyoke College and the mother of a large family of children, is guiding thirty-three mothers' study classes. The leaders of these classes meet with the field secretary once a month to receive instruction for their work, and make outlines for the weekly group meetings which they direct. This plan makes it possible for a large number of parents to study under trained leadership.

As many of the classes are in outlying districts with scant library advantages, it was necessary to make some provision for books to be used in the courses. The Book Shop for Boys and Girls connected with the Women's Educational and Industrial Union has made a special list of the most up-to-date and reliable books for parents and teachers bearing on the problems of child training. Each study class is given the list and also the opportunity to borrow from the shop a self of books to be placed in the local library, the school house or in the house of some officer of the group. The books will be loaned to members at a cost of four cents a day. After reading the borrowed books some of the mothers will be sure to want to own one or more of them in order to have them handy for

future reference and home study.

* * * * *

The monthly conferences of local presidents in eastern Massachusetts is proving a helpful stimulus to leadership. In the early fall this meeting took the form of an outdoor picnic conference in historic Lexington at the house of a state director. In October a fine Parent-Teacher institute, conducted by the national field secretary, Mrs. C. E. Roe, was opened to presidents and others wishing to enlarge their usefulness as leaders. In January the presidents had the rare opportunity and pleasure of meeting with the state directors at Agassiz House, Radcliffe College, Cambridge. Dean Bernice Brown greeted them and spoke of the part parents play in the college education of their children. She gave concrete illustrations of how students in colleges are hindered or helped by the participation of their parents in the problems of college life.

In March there is another treat in store. Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, is to be in Boston, and local presidents, after their monthly conference, will attend a luncheon at which Mrs. Reeve will speak and explain some of the great national projects of the Congress. There will be other distinguished speakers familiar with Parent-Teacher work who will interpret its meaning to modern education.

The Better Parents Club

BY ELSIE GILPATRICK

ONE bright morning in September I glanced out of my kitchen window and saw two mothers talking over a privet hedge. Of course they weren't talking about the privet hedge. They were talking about their children. I knew that without being near enough to listen. Anyway, if they weren't talking about them at that particular moment, they had either just stopped talking about them, or they were just going to begin to talk about them.

I called up my most patient telephone listener and said to her:

"Let's get serious now, in this business of talking about children. You and I are always working this telephone overtime, trading stories and opinions about our families. Why not get up a club to study child training, and learn to make use of the best known methods?"

Friend Patience was a little skeptical. She said that not many of our friends would study much, and then who would work up the programs? She reminded me that in our circle of friends I was the only teacher-turned-parent, and that I might have to do all the talking. Such a temptation! However, Patience admitted that most of the mothers in our quiet suburb need fellowship, whether they care to study or not, and finally agreed to help me begin.

On Friday evening that week four mothers met to talk over the requirement of such a club. We decided that anyone could join us who showed an interest in child study and who had one infant or one child of pre-school age. If they had more

Eligibility to the Better Parents Club consists in being a mother to at least one child. Every now and then the mothers give a party to the daddies, just to show what they have learned about child training.

than one, so much the better. When we organized a few weeks later we had ten members and we divided them about equally into a program and a social committee. We did this partly because we

wanted a division of labor and partly because we have not a similar educational background.

The daddies have evinced a keen interest in our club, some of them helping us to obtain material for our programs, and we have included them in our parties, one a masquerade, and the other a party suggestive of child training.

Follows the party.

Whose Baby Picture Is This?

As soon as all have arrived, infant photographs of the members are shown, and a time limit is set for guessing to whom they belong. Communication is not allowed, and pictures should be shown one at a time. They are numbered and each player has a paper with a list of numbers beside which he writes the names as the pictures appear. It adds greatly to the fun if only one person arranges for this game.

A snapshot album may be given as first prize and a pair of cheap spectacles for the booby prize.

Nutrition Match

Mothers stand in a line on one side of the room, daddies opposite. If preferred, they may be mixed and teams chosen by counting two's. All numbers "one" on one side, numbers "two" on the other.

Questions are asked in the manner of a spelling match and those who answer incorrectly have to sit down, the question going to the opposite side. The list can be extended indefinitely by referring to any standard book on infant feeding.

1. What is the average weight of a two-year-old boy?

A. Twenty-seven pounds.

2. Of a five-year old boy?

A. Forty pounds.

3. How much less does the average girl weigh at these ages?

A. One pound.

4. At what age is an infant expected to double its birth weight?

A. Five months.

5. How many teeth are there in the first set?

A. Twenty.

6. What permanent tooth appears in the first set?

A. The six year molar.

7. Why are orange juice and cod liver oil fed to infants?

A. To prevent rickets and to promote growth.

8. How long should a child under five sleep?

A. Thirteen hours.

9. If a child swallows a nail what should you give him?

A. Dry foods, as bread, cereal, potato.

10. What should you not give?

A. An emetic or a cathartic.

Child Guidance Clinic

Questions which are derisive of ordinary problems are read aloud by each player in turn. They may be answered by a voice behind a screen or a curtain. The questions are written on numbered slips of paper, which are passed to the players, while the person behind the screen reads the answers from a list correspondingly numbered.

Ten are suggested here, and others can be supplied, which give local color and add to the merriment of the particular group. The odd numbers are for the mothers to ask and the even for the daddies.

1. My small son has lately shown a preference for the company of a red-headed girl. What shall I do?

A. Do nothing, as gentlemen prefer blondes.

2. My little boy frequently slaps his sister. How can I stop him?

A. Stop beating your wife.

3. Everytime we ask my little girl to do anything she answers "Come again tomorrow." What shall I do?

A. Pay your bills.

4. My young son is suffering from a complex concerning his appearance. How do you explain it?

A. Look into the mirror and explain it yourself.

5. My boy tells lies so cleverly that we can't corner him. Can you suggest any remedy?

A. There is none. He will become a successful lawyer.

6. Our little girl begs for nickels and dimes from all the men who come into the house. Can I stop it?

A. Give your wife an allowance.

7. Everybody says the baby looks like me. How shall I feel about it?

A. Feel hopeful. They change a lot while growing.

8. Our boy uses unspeakable language while buttoning his blouse. What shall I do?

A. Never allow him in the room while you are struggling with a collar button.

9. When the baby cries in the night which one should get up with him, my husband or I?

A. You have come to the wrong place. Go to the referee next door.

10. How can I become a 100 per cent daddy?

A. Help your wife to make out the club programs.

Song Title Contest

Parents singing about their children have ever been with us in songs. Pencils and paper are passed again, and the leader reads part of each song title, giving the players half a minute to complete it and write it down. Anyone failing to rate 60 per cent will have to sing one of the songs as a solo.

- | | |
|-----------------------|-------------------------|
| 1. Where is my | wandering boy tonight? |
| 2. When Johnny comes | marching home. |
| 3. That's where my | money goes. |
| 4. They were all out | of step but Jim. |
| 5. I didn't raise | my boy to be a soldier. |
| 6. Just a baby's | prayer at twilight. |
| 7. Mighty like | a rose. |
| 8. Little cotton | dolly. |
| 9. Won't you come | over to my house? |
| 10. Somebody's coming | to my house. |

A combination favor place card and menu, can be made from colored paper cut in the form of a booklet, tied at the binding with ribbon. In the place of the title print the topic of a one-minute humorous talk, which the guest will be called upon to deliver during the refreshments. The name of the guest is in the place of the author's name. Inside the booklet may give a menu. At our party we served toasted sandwiches, tiny pickles, coffee and variously

frosted cup-cakes. We had paper napkins bordered with pictures of children, and the center piece was a model happy family of wee dollies.

Beside each plate we laid a sheet of typed song verses and after each minute speech we sang heartily.

Tune of Yankee Doodle:

A bunch of parents all are we
A-studying together
As dumb as other folks you see
But trying to be better.

Chorus:

Mothers, Daddies keep it up
Study like you ought-ter
Do your best to understand
Your growing son and daughter.

From books and papers we can learn
As much as we are able
And then we learn a whole lot more
Around the supper table.

Refrain-air only, from Tramp, tramp, tramp.

Train, train, train the little children
With a firm and steady hand
'Tis a job that you've begun
They don't ask if they can come
Let them know that home's the best place in the land.

Do not spank the little children
Faults cannot be beaten out
You can find a better way
So as not to spoil the day
When they're big enough to travel all about.

Tune of "There are Smiles"

For Men to Sing:

There's a boy who breaks the windows
There's a boy who spills the soup
There's a boy who wakes me up at midnight
Barking loud because he has the croup
Ev'ry day he brings to mind a picture
Of the kind of boy I used to be
And I wonder how I lived without him
He's the boy who belongs to me.

For Women to Sing:

There's a girl who breaks the dishes
There's a girl who spills the soup
There's a girl who wakes me up at midnight
Barking loud because she has the croup
Ev'ry day she brings to mind a picture
Of the kind of girl I used to be
And I wonder how I lived without her
She's the girl who belongs to me.

This can be sung in unison.

Tune of "The Old Oaken Bucket"

How dear to my heart is the thought of my mother

My kind loving mother who labored for me
And how I remember the trial that I was
How thoughtless and stupid and lazy I'd be
How often I'm vexed with my own little children

I think that they're naughty as naughty can be
They seem to be careless and slow and unheeding

I fear that they won't be a credit to me
And then I remember my own loving mother
And try to be patient as she was to me.

Suggestions for one-minute funny talks.
(I make no claim to the originality of these:)

Are children people?
Should parents be punished?
Should parents be seen and not heard?
Are parents people?
Bigger and better parents.
How to manage parents.
My funniest experience as a parent.

Recipe for Hot Toasted Sandwiches

Three loaves of bread
1 c. diced cooked beets
Mayonnaise
½ pt. cream cheese
1 lb. thinly sliced ham
fresh parsley

Cut bread and make sandwiches in the usual way, lay them under the broiling light in the gas oven, toast a delicate brown on both sides, and serve piping hot. Beets are an excellent addition to cream cheese. The parsley is used for garnishing.

Important Meetings in March

Religious Education Association
Progressive Education Association
Arizona
Florida State Convention
Oklahoma State Convention
American Public Health Conference

March 6-9
March 8-10
March 14-16
March
March 28-30
March 30-31

Philadelphia, Pa.
New York City
Tucson
Sebring
Ponca City
Chicago, Ill.

Children and Their Parents

FIVE LESSONS PREPARED BY DOUGLAS A. THOM, *Chairman, Mental Hygiene Committee, N. C. P. T.*, and GEORGE K. PRATT, *Assistant Director, National Committee for Mental Hygiene.*

Introduction

OF ALL the obligations which mankind is called upon to fulfill, being a parent is by far the most important.

The responsibility for the health, happiness, and efficiency of one or more children can only be visualized by projecting the potentialities of these immature individuals into the future and reflecting upon their influence for good or bad on the next generation. Yet, in spite of our responsibilities and obligations as parents, our training and education for the job is only that which we voluntarily assume. The Community, State or National Government makes no demands on us in the way of adequate preparation or fitness for the task at hand. Nevertheless, it behooves all of us to think seriously and to act cautiously lest we spoil in the workshop, which we call the home, much valuable human material.

This course has been thoughtfully and carefully prepared for those who would be better informed regarding some of the fundamental principles of child training.

Foreword

The reading references for this course have purposely been made as few as possible. Each one of the required references is in pamphlet form, and no books are listed. In a supplementary list, however, several books as well as additional pamphlets are listed, and it is urged that those persons taking the course who possibly can do so will include the supplementary list in their reading.

For convenience and also to obtain the lowest quantity price, all of the pamphlets included in the required reading list have been collected together in a packet selling for 75 cents (postpaid) and obtainable from the National Committee for Mental Hygiene, 370 Seventh Avenue, New York City. In writing for this collection of pamphlets merely ask for "Packet 20" to be sent you. A complete list of titles follow:

CONTENTS OF PACKET 20

1. "Child Management," by Dr. D. A. Thom.
2. "Habit Training for Children," by Dr. D. A. Thom.
3. "The Formation of Life Patterns," by Leslie B. Hohman, M.D.
4. "The Family Situation and Personality Development," by Dr. Phyllis Blanchard.
5. "The Prevention of Poor Appetite in Children," by Dr. C. A. Aldrich.
6. "Practical Aspects of Parental Love," by Dr. Esther Loring Richards.
7. "Personality Deviations and Their Relation to the Home," by Sybil Foster.
8. "The Relation of the School to the Mental Health of the Average Child," by Dr. Jessie Taft.
9. "Revising Our Attitude Toward Sex," by Dr. E. Van Norman Emery.
10. "Changing the Child's Behavior," by Dr. Phyllis Blanchard and Dr. Richard H. Paynter, Jr.

SUPPLEMENTARY READING LIST

(Recommended but not required for this course)

In Book Form

1. "Everyday Problems of the Everyday Child," by Dr. D. A. Thom (D. Appleton & Co., New York), \$2.50.
2. "Wholesome Childhood," by Ernest R. Groves (Houghton Mifflin Co., New York), \$1.75.
3. "The Problem Child in School," by Mary B. Sayles (Committee on Publications, Commonwealth Fund, 537 Madison Avenue, New York).

In Pamphlet Form

1. "Points on Child Behavior," by Dr. Lawson G. Lowrey.
2. "Some Undesirable Habits and Suggestions for Treatment," by Jessie Taft, Ph.D.
3. "Adaptation Difficulties in College Students," by Dr. Karl Menninger.
4. "Mental Hygiene and the College Student" (Second Paper), by Dr. Frankwood E. Williams.
5. "Mental Hygiene Problems of Normal Adolescence," by Jessie Taft, Ph.D.
6. "Feeble-mindedness," by Dr. Walter E. Fernald. (Each of the above pamphlets costs 15 cents.)
7. "Your Mind and You" (A Booklet), by Dr. George K. Pratt (Price 30 cents).

* * * * *

NOTE.—All of the pamphlets listed above (but not the books) can be obtained at the price listed by sending to The National Committee for Mental Hygiene, 370 Seventh Avenue, New York City.

The books can be obtained from your local book seller.

In arranging the details for this course the following suggestions are offered. First of all, select one of the study group (preferably one with some knowledge or familiarity with mental hygiene problems) as the group leader. On her should be placed the responsibility for keeping members of the group to the topic under discussion, and also to suggest leading questions when or if discussion lags. It will also be helpful if the first part of one of the later lessons is given over to a local psychiatrist (if one is available) for a brief talk on certain of the points earlier discussed in the class. Before each lesson formally begins it will be well to have someone read a short resume of the discussion of the previous week in order to assure refreshment of memory and conse-

quently an interrupted continuity of the class material.

The titles for the five lessons are as follows:

Lesson 1—Parents and Their Children's Habits.

- " 2—Factors Influencing Adjustments at Home.
- " 3—Understanding and Managing Some Everyday Problems; (a) Problems Connected with *Feeding*; (b) Problems Connected with *Jealousy*.
- " 4—A Continuation of Lesson 3; (a) Problems Associated with *Fear*; (b) Problems Concerning *Anger*.
- " —A Further Continuation of Lesson 3; (a) Problems Relating to *Sex*; (b) Problems of *School Progress*.

Lesson 1. "Parents and Their Children's Habits."

First prepare yourself for an informed discussion by reading the following:

- "Child Management," Chapter on "The Parent," pages 1-6.
- "The Formation of Life Patterns," all of it. (14 pages.)
- "The Family Situation and Personality Development," all of it. (7 pages.)

QUESTIONS FOR OPEN DISCUSSION

- (A) Do children inherit their likes and dislikes for people or things, and also their ideas about morality, ethics and character? Why?
- (B) What qualities does every young child possess that may be of value in training him in habit formation?
- (C) What is meant by a "conditioned response"? Give from your own experience an example (1) of how a child may be "conditioned" to a fear of some kind despite excellent intentions on the part of the parents to the contrary, (2) of how a child who has been "conditioned" to some undesirable habit may be helped to direct this "conditioning" into more wholesome channels.
- (D) In training the young child in habits of wholesome discipline tell why attention to each of the following is essential; (1) parental consistency, (2) emotional stability on the parts of the parents, (3) a policy of praise and blame, (4) parental precept and example, (5) parental honesty, (6) an appreciation of the importance to the child of the things he does to which we object, and (7) an unemotional appraisal of whether or not each parental command or restriction is really necessary and fair.

The Book Page

BY WINNIFRED KING RUGG



ON THE shelf before us stands a book that is a key to unlock the door into a vast treasure-house. The treasure-house is stored with the magic wealth of English poetry. The key that unlocks it for young readers and old is *The Winged Horse*, by Joseph Auslander and Frank Ernest Hill (Garden City: Doubleday, Page & Co. \$3.50).

Messrs. Auslander and Hill began to write this history of poetry for their own children, and its simple but dramatic style makes it suitable for intelligent boys and girls. As the authors progressed with their account they threw themselves more and more ardently into their task and without forsaking their original simplicity, added to it great sensitiveness and richness of creative insight, so that their book stands well among literary interpretation for all except, perhaps, the actual student of poetry who needs something more elaborate.

They have seen that the poetry of our own tongue has been largely influenced by its heritage from the Greeks, the Romans, the Italians and early French, and later by the German writers. Hence, by judicious choice, the chief foreign influences have been indicated, and after that the great stream of poetry in England and America. The illustrative examples quoted from page to page would make a good little anthology by themselves. For the home library this is a valuable book for reference, and for those to whom poetry is a joy not yet fully realized it is an initiation.

There is small excuse for Father and Mother to lag behind the young folks. In *Why Stop Learning* (New York: Harcourt, Brace & Co. \$2.), Dorothy Canfield

Fisher, who is known both as educator and novelist, has given a survey of the facilities for adult education. She discusses correspondence schools, museums and libraries, women's clubs and parent-teacher associations, their history and their future. Millions of men and women are already making use of such means of supplementing, or perhaps correcting, their early schooling. It may be that Mrs. Fisher is not so much interested in spreading the information that these facilities are available, though she assures the reader of their recreational as well as their educational value, but she is emphatic in her reminder that real education comes with experience, with the use of the tools supplied by schools and by similar institutions and devices. Universal literacy and universal education are not the same thing and it remains for the mature learner to translate his schooling into education.

* * *

To supply the frequent need of good plays for children there are two helpful books, *Children's Theatres and Plays* by Constance Mackay (New York: D. Appleton & Co. \$3.50) and *The Elf of Discontent and Other Plays* by Rita Benton (New York: Geo. H. Doran Co. \$2.). The first of these is drawn from Miss Mackay's all-inclusive experience with pageantry, community drama and church plays, and is practically a catalogue of such activities. Though the form and the method of presenting her subject are not commensurate with the value of her material, Miss Mackay has done a real service in collecting within the compass of one volume so much practical information, with so many lists of plays and suggestions for special holidays, celebrations and church productions.

Miss Benton's book contains nine lively, well-written plays for children, among them two about fairies, one about Robin Hood,

and Oscar Wilde's "Happy Prince." Children like funny plays and plays with plenty of action, and Miss Benton's collection serves that demand better than most.

* * *

Both parents and children can enjoy Christopher Morley's latest contribution to the joy of the universe, entitled *I Know a Secret* (Doubleday, Page & Co. \$2.). It is about Mr. Morley's own children's childhood and especially about their pets, the dog, the cats, mice, frogs, a horse, a monkey and snail, especially that intelli-

gent and resourceful snail. Used with discretion, it will be a delight to children, but parents must remember that some of the parts they like best will be too subtle for young minds.

What is the secret that Mr. Morley knows? Why, this; that childhood is the very best time of all, and that, of course, is a secret that children can't believe, however much you try to make them. All that part of it is for grown-ups. For children are the hilarious stories about the animals, with their wealth of tiny details such as children love.



ARTISTIC—EFFICIENT—ORIGINAL ENERGETIC



MRS. H. J. HANNES
New Jersey Chairman



MRS. CURTIS F. IRISH
Iowa Chairman



MRS. C. W. WALTERS
Pennsylvania Chairman



MRS. W. B. WALBY
Ohio Chairman

THE WINNERS IN THE FALL CONVENTION BOOTH CONTEST

Class 1—The most beautiful booth—IOWA

Class 2—The best booth for the least money—OHIO

Class 3—The most original idea developed—PENNSYLVANIA

Class 4—The booth taking the greatest number of subscriptions—
NEW JERSEY

Poise and Personality

BY ANNA H. HAYES

EDITOR'S NOTE.—Mrs. Hayes will be glad to receive and answer questions on this course. She may be addressed at 2083 Clermont Street, Denver, Colorado. Please enclose stamp for reply, if personal answer is desired. Otherwise the answers will be published in CHILD WELFARE MAGAZINE.

LESSON V

Exercise. Stand erect, inhale deeply, expel the air in short puffs, using the diaphragm only. Continue as long as possible on each breath. Repeat ten times. Object—breath control. Repeat balance exercise—Lesson 1. November issue.

Prepared Addresses

A SPEAKER should not accept an invitation to talk to a group unless he or she is willing to give thought and study to the subject assigned and to the manner of its presentation.

"Reading up" on a topic will be of little use unless the reader devotes time to *thinking* over the subject and how it may be applied to the situation at hand. Read by all means; read to a point of saturation, but without attempting to remember the expressions of the author, unless you wish to use them as quotations. Read for *ideas*. An idea assimilated so that it becomes a part of your own thinking, is worth more to you than a whole treatise partly memorized. Emerson says "an idea belongs to him who can make use of it," and to be really useful, the material which we read upon any topic must become a part of our mental equipment, ready to answer the call to serve when needed. It must be general enough to be of interest to many, yet specific enough to hold the interest of the audience approached.

Search for anecdotes and stories which apply to your subject, but avoid the use of a story for the story's sake, that is, avoid telling incidents that cannot be tied into the subject matter to make the point in question more clearly appreciated by the listeners; to do this is to obscure the issue and weaken your objective.

Prepare an opening paragraph and build an outline to include every fact that you wish to emphasize. Practice talking from an outline containing but few words, merely

enough "key words" to keep your ideas in the order which you have decided is wise. If your talk is logically built, so that one idea naturally leads to the expression of another, there will be little difficulty in following the notes while talking. This is particularly true if the speaker is thoroughly familiar with her subject, its history and development.

Sometimes we find it difficult to remember what the notes are intended to recall. In that case, analyze the outline; see that every idea is related to the one which goes before and the one which follows, and that the notes plainly reveal the subdivisions. Make a picture of your talk, as given in Lesson 3. Your thoughts are the chain upon which words must be strung; don't break the chain.

Avoid many quotations. Quotations are useful as a means of expressing an idea in language impressive for its beauty, or for its exactness, or for both. Sometimes the way someone else has expressed an idea is so clear and simple that we cannot afford to lay it aside. Sometimes a slogan or catch phrase will stay in the minds of the listeners and furnish food for future thinking. We are trying always to hold the *interest* of the audience as well as to keep before people the principles upon which our work is founded; thus we may permit an occasional expression which seems to have popular appeal, although it may have become a little shop worn.

Think through the subject carefully and thoroughly. We often fail to express an idea clearly because we have not a clear

conception of it ourselves. We cannot give that which we do not possess.

Unprepared Addresses

Sometimes we are confronted with the necessity of "saying a few words" about the topic under discussion at a Parent-Teacher meeting. Sometimes we are asked to speak quite without regard to topic. In the latter case we may call upon the reserve "stock" which must always be a part of the equipment of presidents, chairmen and Speakers' Bureau workers.

The reserve "stock" should consist of several two-minute talks about some general phase of the work of the Congress, its general objectives, aims and purposes, as well as one or two following "Education for Parenthood" ideas. If we have studied our subjects and practiced expressing our ideas *in words*, not one of us need fail to give a worth while two-minute talk, without previous warning. (I shall not say without previous *preparation*, because the work outlined in this series is intended as preparation for just such emergencies.) To think out the subject is only half the preparation; practice putting your thoughts in words and *speaking the words aloud*, for two reasons; first, to accustom yourself to the sound of your own voice, and second, to extend your vocabulary. To think a thing is quite a different matter from saying it presentably. To *speak* accurately is a great aid in learning to *think* accurately.

To comply with the first request (to say a few words upon the topic under discussion) we must have formed the habit of sorting material while the discussion is taking place. It is good practice to take part mentally in every discussion that you hear. If a point is raised to which you would offer opposition, assemble at once real reasons for your objections. If, on the other hand, a point with which you agree is poorly defended, make your defence a definite, usable argument. If you are content merely to *feel* opposition, or to feel an *inclination* to support a measure, you will find yourself without clear, definite expression for your sentiment should you be called upon.

For instance, if Scholarship Aid is being explained as a help to individuals, it will avail nothing if you allow the moment to pass, content with the feeling that the matter was weakly presented. Assemble the points upon which you would base further argument, such as; the effect upon the community of sponsoring a common cause, effect upon the community of education for all its youth, contribution to citizenship, etc.

Prepare to answer or continue the argument, although you have no reason to believe that you will be called upon to express your views. You may sit through many meetings without being asked to say those few words which so often prove to be half-spoken nothings, but in the event that you *are* invited to speak, try to be ready to add some worthy thought which may prove to be a real contribution.

Cultivate the habit of thinking in number groups, as we outlined the address in Lesson 3, and a single key word will recall each subdivision of your subject. Let the Blue Chart (Plan of the National Organization) be the basis for as many little talks as there are divisions of service in the National Congress work.*

Stumbling Blocks

Examine the lists of misused words prepared by members of the class. If possible, use a blackboard in explaining common errors. Explain the use of contractions: don't for *do not*, doesn't for *does not*, particularly. We have found that the following errors appear on many lists: "they gave *we* mothers," "if I was," "you was," "they gave you an *I* a chance."

Assimilation Exercises

Distribute National leaflets to the members (using a variety of subjects), allow five minutes in which to glance through the material, then by number, out of order, call upon members to give the substance of the message contained in the leaflet. If time permits, practice presiding at the close of each meeting. Call various members to the chair to present a subject and call for motions.

* Copies of this chart, reduced in size, may be secured from the National Office for 2 cents each.

Your Convention

BY MARGARETTA WILLIS REEVE

IS THAT how you think of it?

Do you realize that to you who are members of the National Congress of Parents and Teachers, the coming convention in Cleveland is more vitally your own than even your state meeting can be?

Perhaps you may question that statement; but stop and think about it for a moment. No matter what state you may live in, you are always and everywhere a member of the National Congress, and yours are the right and the privilege to determine the policies under which your work, be it state, district, county or local, is to be carried on. For "The National" was organized long before there was any thought of subdivisions of the great plans for trained parenthood and home and school co-operation which Mrs. Birney dreamed and realized, and all these units, to which we belong according to circumstances, are but the agents of the vast unifying system which makes the results of those plans so definite, so sure and so effective.

The policies of the Congress are not decided in a small group meeting behind closed doors, nor are they the decisions of thousands of scattered units, each working out its own ideas and then coming together in an effort to harmonize them. They are YOUR plans, if you are there to make them; YOUR ideas, translated into law and into action. Even the National Board of Managers, with its representation from every state and territory, can act only in your absence, as your deputy. Every individual delegate, whether coming from the open country or from the great city, has an equal right with the national officers to express opinions, introduce motions, discuss and question proposed action.

Sometimes people question the national by-laws. YOU helped to make them, if you exercised your right to go to the annual meeting. They are made by the delegate body and must suit at least two-thirds

of those present before they become law.

Sometimes people wish the Congress would do or leave undone some new line of work. YOU have opportunity to influence those decisions if you have sat at the Round Tables from which those recommendations have been sent to the convention for consideration and acceptance or rejection.

Sometimes people say that one delegate for each one thousand members is not a fair representation. Yet less than half of those who are entitled to vote attend the national convention. If you would like to have one delegate for each five hundred members, come and say so! You could easily win your point, if you all come!

We have been speaking of the voting delegates, those who may amend by-laws and elect national officers and decide upon the legislative action of the Congress.

Do you realize that every man or woman who has paid the national dues—they are not very large; five cents a year—is entitled to attend the national convention, to be present at every session—there are no closed meetings—to hear everything that is said and done; to take part in all Round Table discussions, to join the classes, to enjoy every social feature, and to take back home information as to exactly how this great business in which they are partners is being administered?

If you go to Cleveland, what will YOU gain? Look on page 304 of this issue of *CHILD WELFARE*. All these things and more will be yours. But to gain, you must come prepared to give in like measure—constructive thought, sympathy, good fellowship. Then surely will you go back to those at home so laden with riches that you cannot hold them all; you will want to share them with all whom you meet and so spread abroad through the land the spirit which overflows from this great gathering of those who love and serve the childhood of our nation.



Study Program I

This is the seventh of a series of outlines based on
PARENTHOOD AND THE NEWER PSYCHOLOGY

BY FRANK HOWARD RICHARDSON, M.D.

CHAPTER IX—THE GREATEST RESPONSIBILITY EVER ASSUMED—DISCIPLINING A CHILD

"Discipline is a growth that must come from within."—Dr. Richardson.

"Discipline must be courteous, not curt; affirmative, not negative; approving, not critical and carping; and vitalizing, not deadening."—Dr. Richardson.

QUESTIONS

1. Define discipline; disciple. Page 124.

NOTE—A disciple is a follower; a follower implies a leader. Discipline in its highest sense includes the child-follower who is being led or directed and the parent-leader who is worthy of being followed. When children follow our desires of their own free will then, indeed, do we exercise discipline. This is our new idea of discipline—new, yet not new.

2. What does Miss McLin say we mean by a well-disciplined man? a "well-disciplined" child? Pages 124-125. What do we mean by a well-disciplined horse? Do we have in mind the same sort of obedience, when we speak of a well-disciplined child and a well-disciplined horse? See Dorothy Canfield Fisher's, "Mothers and Children" Part II, Obedience.

3. According to the "newer psychology," what should we mean by the well-disciplined child?

4. "Excessively well-disciplined children do not make well-disciplined adults." Give instances from your own experience or from the text, to prove this statement. Page 126.

5. What is the current popular idea of discipline and does it agree with the teaching of the "newer psychology?" Pages 127-128.

6. What motive is back of the parent's

desire that his child always obey promptly and unhesitatingly? Is he seeking the child's good or is he striving to make his will the law? Pages 128-130.

7. "The child should promptly obey when the matter involved has to do with his own health or safety, or the rights of other people, or well established social customs." Does this statement agree with the view of the author? Page 131.

8. How do children react to the demand of blind obedience. Pages 131-132.

9. "The value of any form of discipline is judged not by its immediate effect but by its ultimate end." Explain. Pages 132-133.

10. "Discipline is a growth that must come from within." Explain. How shall we as parents obtain this sort of discipline? Page 133.

11. What can you say of the conduct of soldiers off duty in a "well-disciplined" army? Is their conduct off duty an argument for or against arbitrary authority? Give the author's views further. Pages 133-134.

12. "He must increase, but I must decrease." John 3:30. How does this apply in child training? Page 135.

13. "Discipline must be such as will lead a child in safety through the physical perils of a dependent babyhood out into the ordered, self-controlled freedom of adult American manhood or womanhood." Explain. What is the difference between self-controlled freedom and license? Page 136.

14. Parents who used the "old fashioned method" of getting obedience aroused the trait of "negativism" in their children. Give discussion of the author. Pages 137-139.

Children as clean as babies— *Why not?*

Why this favoritism in baths for babies? There is an obvious answer why a baby may need a bath oftener. However, the growing child, too, deserves to be taught cleanliness as an aid to health and character.

Consider the word of an authority on child training:

"Cleanliness and reverence for the body tend toward a clean and reverent attitude of mind . . .

"It has been said that the most fundamental difference in humanity appears to be that some people like to be clean and others do not. Like most differences, this is directly traceable to childhood. There should be but little difference between the baby, who needs and gets a bath every day, and the school child, in the matter of frequency of baths.

"Remember that a child from its earliest infancy forms life habits. Cleanliness of body, of teeth and of clothing is essential to well-being and should be made a habit to last all through life."

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15. How shall parents enlist the aid of this trait? Pages 139-141.

16. "The more we can employ toward our children that fine tact and courtesy that we are proud to lavish upon the casual guest in our home, the easier will be our task of guiding our children along the ways that we would have them follow." Comment on this thought. Page 141.

17. Why should the child obey—because we are his parents or because we are interpreting and enforcing for him a law which both he and his parents must obey?

18. What part does imitation play in discipline? Pages 141-142.

19. Under what circumstances are commands to children justifiable? Pages 142-143. Why should requests be affirmative whenever possible, rather than negative? Page 144.

20. The author tells us it is much more effective in school work to praise the work which has been done right than to censure the thing which has been done wrong. Give his illustration of the spelling lesson; the raffia table mats. Pages 145-147.

21. Do you believe in corporal punish-

ment? Give reason for your answer. Give author's views. Page 148.

22. "The need for corporal punishment is usually in itself a confession of failure." After corporal punishment has been inflicted, what should the parent do in order to bring about right relations between himself and his child? Pages 148-149.

23. Should one employ corporal punishment when angry? Pages 149-152.

SUPPLEMENTARY

The Problems of Childhood, by Angelo Patri.

"HOW TO DO IT." Page 151.

To be read in class. A sketch on constructive discipline.

"DISCIPLINE." Page 201.

To be read in class. "The self-disciplined child becomes the self-disciplined man."

REFERENCES

Everyday Problems of the Everyday Child, Douglas A. Thom, Chapter VIII, Obedience and Discipline.

Childhood, Mrs. Theodore W. Birney, Chapter VI, Obedience and Punishment. National Office.

Elements of Child Training, R. J. Gale, Chapter IX, The Child and His Discipline.

Mothers and Children, Dorothy Canfield Fisher, Part II, Obedience.

Wholesome Childhood, Groves and Groves, Obedience.



Study Program II

This is the seventh of a series of outlines based on
THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY
BY LUTHER ALLAN WEIGLE

CHAPTER VIII—THE CHILD AT STUDY

"There is an unspeakable pleasure attending the life of a voluntary student."—Goldsmith.

"The man who has acquired the habit of study, though only for one hour every day in the year, and keeps to the one thing studied till it is mastered, will be startled to see the progress he has made at the end of a twelvemonth."—Bulwer.

QUESTIONS

1. Discuss the relation between work, play, study. Page 119.

2. The distinguishing characteristics of

study are: 1st, that it is mental activity; 2nd, that it seeks to bring the results of experience to bear helpfully upon the present problem. Discuss further. Page 120.

3. "Study concerns itself very largely with the records, in one form or another, of human experience." Enlarge upon this thought. Page 120-121.

4. We want our children to study; 1st, in order that they may come into possession of their heritage of race experience, and 2nd, in order that they may apply racial experience intelligently to their own problems. Would you add anything else? Page 121.

THE FUNCTION OF THE SCHOOL

1. What is the function of the school? Page 121.

2. The school aids study: 1st, by seeking to present the resources of race experience to children in forms that they can understand, appreciate, and assimilate; 2nd, by placing children in situations which present to them a developing series of problems which can be met only by their progressive mastery of these resources. Or in other words, the school aids study: 1st, by presenting to children the accumulated experience of the ages; and 2nd, by giving children problems to solve, in the light of this experience. There is a very close relation between the 1st and 2nd aids to study which is the relation between teaching-content and pupil's problems. Discuss. Pages 122-124.

NEW METHODS IN THE SCHOOLS

1. The newer methods which are being worked out in the schools of today are: 1st, learning by doing, 2nd, teaching by projects; 3rd, socializing the recitation; 4th, supervising the pupils' study. Discuss each method in detail. Pages 124-132.

NOTE—If possible, have one of your teachers discuss with you the new teaching methods. Visit your school and observe the project method; report your findings to your study group.

THE CO-OPERATION OF HOME AND SCHOOL

1. Should children under the sixth grade be compelled to study at home? Give reason for your answer.

2. In the higher grades a certain amount of home study is necessary. How do you arrange for the study hour in your home? How can we encourage the study habit in our children? Pages 132-136.

SUPPLEMENTARY

The Problems of Childhood, by Angelo Patri.

"CHECKING THE JOB." Page 183.

To be read in class. Encouraging right habits of thinking.

"THINK AGAIN." Page 127.

To be read in class. Training pupils in correct habits of thinking.

ADDITIONAL REFERENCES

The Child: His Nature and His Needs, see Part III—Present Status of our Knowledge of Education.



Study Program III

This is the sixth of a series of outlines based on

TRAINING THE TODDLER

BY ELIZABETH CLEVELAND

PART SIX—GRADUATING INTO THE KINDERGARTEN

QUESTIONS RESULTS FROM NURSERY SCHOOL TRAINING

1. How are the results of nursery school training determined? Page 139.

INDEPENDENCE AND LEADERSHIP

1. Using Sammy as an illustration, how does the nursery school teach independence? Could the home do the same thing? Pages 131-140.

2. Why do children in the nursery school acquire ease in conversation? Page 141.

3. Tell the story of James. How was the school responsible for his developing leadership? Pages 141-143.

UNDESIRABLE TENDENCIES AND OBSTINATE CASES

1. Tell how undesirable tendencies are eliminated in the Nursery School. Pages 142-145. Do troublesome traits sometimes disappear suddenly in children?

2. Is it surprising that some of the obstinate cases of the school still remain difficult? Pages 146-147.

3. What message has the nursery school for the kindergarten? Pages 147; 155-156.

PHYSICAL CARE AND HEALTH STANDARDS

1. The kindergarten teacher should know what physical standards should be expected of five-year-olds and should measure against these standards each child in her charge. Relate further what the author would have the teacher do to protect the health of the child. Pages 149-151.

2. According to our author, the kindergarten teacher should also know the mental standards and should determine as far as possible the mental attainment and capacity of each child. Discuss further. Pages 151-152.

CONTINUED OBSERVATION OF EMOTIONAL ATTITUDES

1. The author feels that the kindergarten teacher should keep in close touch with the emotional attitudes of the children and would have her diagnose and treat undesirable emotional states. Discuss further. Pages 152-154.

OPPORTUNITY TO EDUCATE COMMUNITY IN CHILD CARE

1. How may the kindergarten educate the community in standards of child care? Pages 155-156.

CO-OPERATION WITH PARENT-TEACHER ASSOCIATIONS

1. The Parent-Teacher Association is the best medium through which the kindergarten may work. What school problems may you work on that would be of equal benefit to members of your association and to your kindergarten? Pages 156-157.

2. State how a discussion of the Merrill Palmer School methods as given in Elizabeth Cleveland's, "Training the Toddler" has helped you in your own home with your children.

ADDITIONAL REFERENCES

Elements of Child Training, by R. J. Gale. Chapter VIII, The Child and His Reading. Roads to Childhood, by Annie C. Moore. "What Shall We Read to the Children?" by C. W. Hunt.

Stories and Storytelling in Moral and Religious Education, Edward P. St. John.

A Little of This and That of Interest to all P.-T. A.'s

The study outlines, which appeared last year in CHILD WELFARE, based on

WHOLESOME CHILDHOOD, by Groves & Groves.

THE PROBLEMS OF CHILDHOOD, by Patri.

MOTHERS AND CHILDREN, by Fisher. may still be secured from the magazine office. They are in very usable, mimeographed form—20 cents a set—60 cents for all three.



The outlines now appearing, based on

PARENTHOOD AND THE NEWER PSYCHOLOGY, by Richardson.

TRAINING THE TODDLER, by Cleveland.

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY, by Weigle.

will be prepared in similar form at the end of the course (price to be announced later).



If you outline your programs well in advance—the efficient method—why not plan to use some of these outlines?



Many inquiries continue to come in regarding "The Child: His Nature and His Needs." It costs \$1.00 and may be ordered direct from Childrens Foundation, Valparaiso, Indiana. Study Outlines for it are 25 cents for a set of six booklets containing seventeen lessons. These should be ordered direct from National Office in Washington, enclosing price.

ALSO

The attractive, convenient blue magazine BINDERS are still obtainable. The special offer of a free binder with ten one dollar subscriptions remains effective, BUT the binders may also be purchased for \$1.25 each.

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1927

The Summer Round-Up of the Children

*The Health Campaign of the National Congress
of Parents and Teachers*

HONOR ROLL C

Associations correcting under 50% of the defects discovered at the Spring Health Examination.

Arizona—*Scottsdale*, Parent-Teacher Association, 6¾%.

Arkansas—*Arkadelphia*, Parent-Teacher Association, 12%. *Fort Smith*, Rogers School, 5%. *Little Rock*, Park Hill, 42%. *Pine Bluff*, Sam Taylor, 9%. *Scott*, Parent-Teacher Association, 35%.

Colorado—*Arvada*, Parent-Teacher Association, 20%.

District of Columbia—*Washington*, Blair-Hayes, 4%; Gage, 40%; Greenleaf, 3%; Ketcham, 28.5%; Randle-Highland-Orr, 44%; Stanton, 44%; Whittier, 16%.

Florida—*Jacksonville*, Milldale, 38%; *Riverside Park*, 1.6%. *Lake Worth*, North Grade, 40%; *West Grade*, 30%.

Idaho—*Rupert*, Pioneer, 19%.

Illinois—*Aurora*, Marion Avenue, 20%. *Bloomington*, Irving School, 20%. *Blue Island*, Lincoln School, 9.6%. *Carlinville*, South Central, 22%. *Chicago*, D. S. Wentworth, 26%; Robert Morris, 35%. *Mattoon*, Bennett School, 17%. *Rockford*, Harlem Consolidated, 48.3%; *Loves Park*, 33½%. *Urbana*, J. W. Hay, 24%; *Webber School*, 40%.

Indiana—*Evansville*, Baker School, 16%; *Campbell*, 16%; *Chestnut-Walnut*, 1.4%; *Columbia School*, 46.5%; *Emma Roach*, 3%; *Henry Reis*, 4%; *Howard Roosa*, 2%; *Stanley Hall School*, 5%. *Peru*, East Main Street, 12%; *Elmwood*, 35%; *Holman*, 25%, *South Peru*, 25%.

Iowa—*Council Bluffs*, Gunn, 15%; *Madison Avenue*, 45%; *Oak*, 30%; *Second Avenue*, 24%. *Davenport*, Garfield, 43%; *Madison*, 29%; *Washington*, 35%. *Grand Junction*, Parent-Teacher Association, 28%. *Jefferson*, Parent-Teacher Association, 26%. *Marshalltown*, Franklin, 44%; *Woodbury*, 42%. *Mooreland*, Parent-Teacher Association, 37%. *Ottumwa*, Fairview, 20%; *Hedrick School*, 40%. *Pilot Mound*, Parent-Teacher Association, 33½%.

Massachusetts—*Canton*, Parent-Teacher Association, 21%. *Manchester*, Parent-Teacher Association, 6%.

Michigan—*Battle Creek*, Franklin School, 8½%; *Fremont*, 21.7%; *Verona*, 16%. *Grand Haven*, Central School, 37%; *Fourth Ward*, 23%. *Grand Rapids*, Alger School, 12%; *Alexander School*, 40%; *Buchanan*, 16%; *Burton School*, 35%; *Coit*, 4%; *Diamond School*, 3%; *East Leonard Community Club*, 28%; *Franklin School*, 3%; *Henry School*, 34%; *Jefferson School*, 20%; *Lexington*, 8%;

Madison, 42%; *Palmer*, 15%; *Pine*, 9%; *Plainfield*, 5½%; *Sheldon*, 6%; *Sibley*, 6%; *South Division*, 15%; *St. Francis*, 45%; *Straight Street School*, 24%. *Jackson*, Bennett Street School, 47%; *Helmer*, 45%. *Kalamazoo*, *Harding*, 33½%; *Lake Street*, 38%; *Oakwood*, 30%; *Woodward Avenue*, 39%. *Muskegon*, *Nims School*, 9%; *Vanderloon School*, 22%. *Scottsville*, Parent-Teacher Association, 40%.

Minnesota—*Duluth*, Washburn School, 31%. *St. Paul*, Bryant School Mothers Club, 33½%; *Farnsworth*, 37%; *Galtier Improvement Association*, 33½%; *Hancock School*, 47%; *Harrison School Mothers Club*, 26%; *Linwood*, 42%; *N. St. Anthony Park Grade School*, 35%; *Sibley School Mothers Club*, 10%; *Smith School Mothers Club*, 30%; *Tilden School*, 15%.

Mississippi—*Hernando*, Parent-Teacher Association, 47%. *Houston*, Parent-Teacher Association, 20%. *Laurel*, Silas Gardner, 30%. *Natchez*, Carpenter No. 1, 45%; *Carpenter No. 2*, 48%. *Waller ville*, 9%.

Missouri—*St. Joseph*, Hall School, 8%.

Montana—*Helena*, Hawthorne, 35%.

Nebraska—*Hastings*, Morton School, 29%. *Plattsmouth*, Central, 19%.

New Jersey—*Bridgeton*, Irving Avenue, 13%. *Cape May Court House*, Parent-Teacher Association, 40%. *Demarest*, Parent-Teacher Association, 47%. *Great Meadows*, Independence, 33½%. *Hackensack*, Broadway, 47%; *Jackson Avenue*, 37%. *Harrington Park*, Parent-Teacher Association, 42%. *Pitman*, Mothers Club and Parent-Teacher Association, 27%. *Little Ferry*, Parent-Teacher Association, 28%. *Ridgely Park*, Lincoln Park, 4%. *Westfield*, Lincoln School, 17%.

New Mexico—*Roswell*, East Grand Plains, 7%; *North Hill*, 25%.

New York—*Gloversville*, Columbia School, 18%; *Kingsboro*, 3%; *McKinley*, 7%; *Oak Street School*, 10%; *Spring Street*, 10%. *Jamestown*, Charles Street, 12½%. *Syracuse*, Eastwood, 27%. *Troy*, Haskell School, 15%.

North Carolina—*Columbia*, Parent-Teacher Association, 43%. *Greensboro*, Caldwell, 20%; *McIver*, 18%; *Pomona High*, 16%; *Simpson Street*, 14%; *Spring Street*, 26%; *Training School*, 12%. *High Point*, Ada Blair, 39%; *Cloverdale*, 14%; *Elm Street*, 30%; *Emma Blair*, 25%; *Johnson Street*

School, 17%; Ray Street, 34%. *Mooreville*, Parent-Teacher Association, 4%. *Prospect Hill*, Parent-Teacher Association, 47%.

North Dakota—*Fargo*, Agassiz, 41%; Central, 41%; McKinley, 45%; St. Mary's, 30%.

Ohio—*Cincinnati*, College Hill Kindergarten Mothers Club, 8%; Kirby Road Kindergarten Primary, 31%; Oakley Mothers and Teachers Club, 40%; Oyler School, 40%; Sands, 42.8%; Washington School Mothers and Teachers Club, 17%. *Cleveland*, State Road, 25%. *Columbus*, Grandview Heights, 25%. *Marietta*, Washington, 33½%. *Worthington*, Parent-Teacher Association, 15%.

Oklahoma—*Marland*, Parent-Teacher Association, 18%. *Okmulgee*, Emerson School, 33½%; Wilson School, 12%.

Oregon—*Portland*, Glencoe, 18%; Glenhaven, 24%; Williams, 31.9%.

Pennsylvania—*Chandler's Valley*, Parent-Teacher Association, 23%.

Rhode Island—*Cranston*, Auburn, 23%; Edge-wood, 35%; Highland, 30%; John W. Horton, 29%; Meshanticut Park, 29%; South Elmwood, 33½%. *Graniteville*, Parent-Teacher Association, 18%. *Pawtucket*, Church Hill, 10%.

South Carolina—*Gaffney*, Central School, 36%.

Tennessee—*Etowah*, Grammar School, 22%. *Gallatin*, Parent-Teacher Association, 23%. *Springfield*, Main Street, 12½%.

Texas—*Amarillo*, East Ward, 28%. Barstow, Parent-Teacher Association, 25%. *Bryan*, East Side, 45%; West Side, 34%. *Commerce*, Training School, 29%. *Dallas*, James Stephen Hogg, 18%. *Fort Worth*, D. M. McRae, 44%; De Zavala, 19%; South Fort Worth, 27%. *Wichita Falls*, Austin, 31%.

Washington—*Montesano*, Parent-Teacher Association, 36%.

West Virginia—*White Sulphur Springs*, Parent-Teacher Association, 1%.

Wyoming—*Sheridan*, Custer, 33½%.

National Campaign Requirements

1. Entering Associations or Circles must be in membership with the State and National Congress of Parents and Teachers. Associations must enter as individual units, not through Federations or Councils.
2. Two examinations must be held, one in the spring and one in September or October.
3. Official examination blanks must be used and are supplied free of charge by the Campaign Office. If your examining physicians prefer to use the blanks supplied by the State Department of Health, they may do so, but the Association must then fill in the necessary points listed on the OFFICIAL CAMPAIGN BLANKS in order to meet requirements.
4. A report of the work must be made to the National Campaign Office on the official report blank before November 1st.
5. The Wood-Baldwin Weight-Age-Height Tables, supplied free of charge by the Campaign Office, must be used.
6. The final report must be accompanied by a brief account (approximately 1,000 words) of the methods employed and co-operation secured in the conduct of the Summer Round-Up, the community benefits which have resulted and the permanent health work which has been established, such as the securing of a school nurse, health clinics, dental clinics, etc.

NOTE.—Special recognition will be given to units sending with the final report photographs of the local round-up, the physical examinations, class groups, 100 per cent groups, floats or any unique features of the work.

PLAN OF PROCEDURE

Local Campaign Chairman should read the plan of procedure carefully so that there will be no delay in receiving the material.

1. *Associations should register *before May First*, with the State President, who in turn will promptly forward the registrations to the Campaign Office.
2. Upon receipt of the registration at the National Campaign Office, a letter will be sent to the association explaining details of the work. The required number of examination blanks and copies of the weight-age-height tables will be shipped by parcel post.
3. The Report Blanks for the final returns of the Campaign will be mailed, about September 1st, to each association participating. These should be filled out and returned to the Campaign Office before November 1st and should be accompanied by the story of the conduct of the campaign and any photographs taken.

*After May First, any association desiring to enroll may register through the required channel and will receive the material for the conduct of the Round-Up, but will not be eligible to compete for the certificate. The regular procedure should be followed and a complete report filed with the Campaign Office. Recognition of the work of these groups will be given in the final returns of the Campaign.

The Summer Round-Up

What to Do and How to Do It

BY MARGARETTA W. REEVE

Campaign Director

THESE suggestions are made to meet the needs of the largest units. Smaller groups may use such as are adapted to their local needs.

1. Present the plan at a regular meeting of your association or circle, advertising it well before hand, or call a special meeting at the school, or at the home of some well-known citizen. Secure the interest and co-operation of your editors, motion picture exhibitors, nurses, medical and dental associations and clergymen of all denominations. Read the story of the Round-Up, and secure the vote of your association to enter the campaign. (See *CHILD WELFARE*, January, 1928.)

2. When your material has come from the Campaign Office call a meeting of your Executive Committee, to which should be invited the school principal and first grade or kindergarten teacher, explain the details of the work and appoint a local Campaign Chairman.

Appoint special committees. The following are suggested and others may be added to meet local needs:

- | | |
|-----------------|-------------------|
| 1. Organization | 4. Visiting |
| 2. Examinations | 5. Social Service |
| 3. Publicity | 6. Transportation |

1. *Organization.* This committee, of which the local Campaign Director should be chairman, arranges for the use of the school house at certain times for the examinations; secures the co-operation of physicians, dentists and nurses; keeps in close touch with chairmen of other committees.

2. *Physical Examinations.* This committee is responsible for the conduct of the two examinations. It should see that the rooms arranged for are clean and in order

at the appointed times, that the necessary equipment, such as towels, basins, disinfectants, cotton, pails, water, are provided; that "slip-overs" or cotton kimonos are at hand for the children so that their clothing may be removed for a thorough examination. (These may be easily made, cut in one piece and sewed with only two seams. Any clean, old material may be utilized, such as muslin, calico or flannelette. Shops will often donate unsalable remnants for such a purpose.)

Members of the committee should be present to assist the nurses and doctors. They may welcome the mothers and children; enter names on cards which should give parents' names and addresses, child's name and age; dress and undress the children; entertain those who are waiting their turns; assist in filling out examination blanks and keeping record of attendance.

3. *Visiting.* This committee should be carefully selected, as upon it depends much of the success of the Round-Up. Its members should be friendly, able to meet and establish cordial relations with people of all types and nationalities, not easily discouraged, patient with those who are slow to understand. When the list of prospective entrants to First Grade or Kindergarten has been secured, those whose parents are members of the Parent-Teacher Association should be listed separately. The non-members should receive special visits to invite them to attend the meeting and effort should be made to enroll them as members, as well as to secure their promise to bring their children for physical examination. It is often necessary, in cases where the mothers are far from the schools or have little time to spare, to arrange for their transportation or even to take and

return the children if the parents cannot accompany them.

4. *Transportation.* This committee should be composed of people who own and drive cars. They should agree to be on duty on Examination Day, to take nurses and other workers to the school and to call for and return to their homes mothers and children who have no means of transportation. Many mothers could only attend if they could take their smaller children, with them and a long walk or a rainy day would prevent their attendance.

5. *Social Service.* This committee should be a small one. Three members should be sufficient and they should be elected for tact and for ability to *keep silent* about their work. Many parents are financially unable to have necessary corrective work done and such cases are usually known to the school principal, who should be ex-officio a member of this committee. To it should be quietly referred cases needing assistance, and through it arrangements should be made to have the necessary medical or dental treatment paid for by the Red Cross, the Tuberculosis Association or some other local benevolent agency. The Elks, the Shriners, the American Legion, the Moose and other organizations have been generously helpful in this way. Many parent-teacher associations have a Social Service Committee which maintains a small fund for such emergencies, supplying eyeglasses, milk, etc.

6. *Publicity.* This committee has an important function. It has been said that "publicity is to your business what food is to your body." It should familiarize itself thoroughly with the story of the Round-Up and its purpose, and with the names of the people and organizations co-operating in the campaign. It should visit the editors of local papers, enlist their support and supply them with news when and in the way it is wanted, arranging for photographs of the examination room, the children, their parents and teachers. It should visit the exhibitors of the local motion picture theaters and interest them to run a slide giving notice of the Round-Up, for a week before it takes place; such as

IS YOUR CHILD READY FOR SCHOOL IN
THE FIRST GRADE (OR KINDERGARTEN)?
GO TO SCHOOL AND MAKE SURE!

on
Tuesday, May 1st
At 3 o'clock

Arrange a float in the local parade on Memorial Day or July 4th, featuring the First Grade or Kindergarten Teacher and the children who have been graded 100 per cent in the Physical Examination.

Begin fall publicity well in advance of the second examination and supply newspapers with interesting accounts of its results. For further help address The Campaign Director.

Pamphlets on Mental Hygiene

Habit Training for Children, 10 cents.
Points on Child Behavior, 10 cents.
Are We Helping or Hindering Our
Children? 5 cents.

Does Your Child Confide in You? 5 cents.
Mental Hygiene of Childhood, 5 cents.
Revising Our Attitude Towards Sex, 15
cents.

These are some of the many helpful pamphlets on the mental hygiene of childhood published by the

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370 Seventh Avenue, New York City

Send your order direct to the Association. A complete list of all pamphlets, publications and a reading list in Mental Hygiene will be sent free of charge upon request.

Planning, Constructing, and Equipping
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Your organization has been given
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Out Among the Branches



FATHER-MEMBERS BECOME ACTIVE IN NEW YORK

The father-members of the Parent-Teacher Association of the Ethical Culture School are taking an active part in the consideration of the problems dealing with the younger generation. A small group, headed by Mr. Royal J. Davis, organized a series of five consecutive Thursday evening meetings for fathers only, commencing January 17th, at 8.15 P. M., to meet Dr. Bernard S. Glueck in Ceremonial Hall. Dr. Glueck discusses all questions affecting behavior problems in children and the attitude of the father towards his child.

Speaking at the Annual Dinner of the Association last Spring, Mr. Davis suggested that the fathers, hitherto merely silent members, participate more actively in the work of the Association. Wherefore a large and enthusiastic group of fathers met on October 31st, and discussed many of the problems, which will be taken up more thoroughly in the forthcoming Thursday evening meetings.

Among the questions to be considered are the following:

How shall the parent approach the subject of sex education with his child? What shall be the attitude of the father in the matter of changing standards of behavior which seem to characterize the age? How shall the following abnormalities in child behavior be handled? (a) chronic disobedience; (b) over-aggressiveness; (c) over-submissiveness; (d) inattention. How shall parents deal with the following?—(a) inability to relax; (b) inability to sleep regularly and restfully; (c) attitude toward life and death. Recognizing that the nervous affections of adult life are caused by maladjustments in childhood, what are the most common causes of these later developments, and how may they be avoided.

WHAT ONE LOCAL ASSOCIATION DOES

FRANKLIN PARENT-TEACHER ASSOCIATION,
NEVADA, MO.

Last year our school had six grades with 250 pupils enrolled. Through the efforts of the membership committee, we had an enrollment of 233 in our association which is still less than 100 per cent membership.

One of our first actions upon organizing for the year's work was to discontinue the practice of offering prizes to the room whose pupils induced the most parents to attend monthly meetings. We thought it psychologically wrong to make the children feel that the parents attend only to please them—or to get rid of their begging. We have had even better attendance without the prizes. Our program committee tried to make the meetings so interesting that the mothers would come without being bribed.

Our first program was typical of the year, "What the Parent-Teacher Association Can Do for Children at Home," discussed by a father and a mother; "What the Parent-Teacher Association Can Do for Children in Franklin," by the principal; "What Can Franklin Parent-Teacher Association Do This Year," outlined by the president.

At another meeting we discussed "Punishment," "Definition of Punishment," "When to Punish," "How to Punish," "What We Hope to Gain by Punishment."

Our programs were brightened by many contributions by the children, the performances of the first and second grade band being especially noteworthy. We have found the national song sheet very useful, and about the only way to get some of the members to take part.

This, by the way, has been one of our hardest problems. We wish to get every member to take some part in the programs, but there are many who seem unable to do so, even staying away when afraid they may be called upon. If anyone has solved this problem we would like to know how it was worked out.

We have tried to induce the fathers to take an active part in Parent-Teacher Association work. The best we have been able to do so far has been to get them out to "Dad's Night" programs. We had one especially successful "Dad's Night" attended by 250 visitors. We had a good, snappy, amusing program with only short speeches. The children were entertained by stories, better still by a movie show put on by the children with toy projectors. Then we had a lot of informal visiting while a barrel of cider and two boxes of ginger snaps were consumed. We served the cider (rich, fresh and cold) in large drinking glasses as much as anyone wished to drink, and the ginger snaps were the real thing and enough to have some left over. Our idea was to get as far away as possible from any appearance of "pink tea refreshments."

We undertook to bring about united action by all the associations of Nevada on a lecture course on "The Child and His Problems." The course consisted of twelve lectures, as follows: 1. "The Mind of the Child." 2. "The Emotional Life." 3. "The Problems of Childhood." 4. "The Child and His Work." 5. "Emotional Impressions." 6. "Emotions of the Family Life." 7. "Sex Biology." 8. "Sex Education." 9. "The Child's Social Problems." 10. "The Home and the School." 11. "How to Get Co-operation." 12. "The Psychology of Home Making."

I gave the lectures at the high school, our only expense was for advertising and the printing of tickets. The members of each Parent-Teacher Association sold tickets at \$1 for the course, and kept all the money they collected. The lectures were well attended by the teachers, some-

times all the teachers of a school being present, but only a few of the mothers seemed to be "sold" on the need for such instruction. It seems to me the widening gap between the teachers' and parents' preparation for child training is a serious menace to children and parents alike. We feel that some good was accomplished by getting the associations together and laying the foundation for the success of future work along such lines.

We undertook to "reform" the movies, starting with the high school show, but we did not make much progress until we began working with a general common committee made up from all the city clubs. Now we are really making some progress. We plan to do some educational work along this line. We wish to have some lectures on "Why Good Pictures Are Good" if we can get the material for them. In the main, our work along this line has been useful so far, in that it has brought the "movie menace and promise" to the attention of our teachers and parents.

Very early in the year the matter of making money to buy playground equipment and other things for the school came up. It even seemed that that was the most important function of the association. We tried to develop other lines of interest but these matters kept coming up and on the whole, absorbed too much time and interest. They used up our energies, made us feel that we were doing things, gave us the pleasures of success too cheaply, and, it seems to me, wasted a good deal of capital which could have been better invested in the more laborious, less familiar effort to understand the children in home and school. I hope the future will see less energy expended in money making and more time and the thought given to an effort to teach parents and teachers to understand children and their problems.

By means of prizes won in various "stunt contests," money made in a food demonstration, a carnival, ticket sales for the lecture course, our highly efficient finance committee, made enough money to pay all general expenses and buy chairs for the auditorium and eighteen small telescopes for prizes in the bird essay contest.

Our bird essay contest turned out very happily. We offered prizes of three "pockscopes" in each room for the best essays on birds and their habits as observed by the children. The total cost amounted to less than \$20. It brought out eighteen very good and a great many more almost as good statements of the children's observations. Better still, it started over two hundred children to watching birds intelligently, and distributed eighteen good little telescopes among these children to further encourage their closer observation of birds.

The activity which has brought us the most lasting pleasure was our Christmas celebration. We decided to plant a living evergreen Christmas tree before the school dismissed for the holidays. We felt that a dying tree is inappropriate as a symbol of Christmas. We loaded all the children into trucks and cars and drove out to Mrs. Pryor's home where we dug the tree, loaded it amid a great deal of excitement, and then, while the children sang songs and shouted their "yells" we staged an impromptu

parade down town, around the square and back to the school. With appropriate ceremonies we planted the tree, as many of the children as possible taking part.

After the tree had been planted, large boxes were set beside it and all the children brought discarded toys, new toys, or toys they had grown tired of, and placed them in the boxes by the Christmas tree, for distribution to one of the schools where many of the children would not otherwise have many toys. Few of us who watched could keep our eyes dry as we saw the joyous earnestness with which the children brought their toys to their Christmas tree for other children. The boxes overflowed and a great pile in addition was accumulated on a tarpaulin. We had a truck load of really good toys and the principal of the school that received them told us that they gave all of her children a happy Christmas. The last thing the children did was to tie heads of kaffir corn and bundles of suet on the boughs of the tree as their gift to the birds.

Next Christmas we will plant another living tree on the other side of the front entrance as a perpetual reminder of the spirit of Christmas and the joy of our Christmas celebration.

Our best project was not carried out successfully last year because of constantly recurring bad weather every time we undertook it. We had planned to landscape our school grounds, using native shrubs, trees and flowers to be brought from the woods and planted by the children themselves. We had a three-fold purpose in this. We wished to teach the children something about landscaping. We wished them to have a proprietary and protective interest in the school ground plantings. Finally, we wished them to learn to know and value the common native trees, shrubs and flowers. We felt that they would learn to see the beauty of common things in this way and that we would plant in their minds and prepare them to carry out sane ideals of beauty for the treatment of the surroundings of their own homes.

We aim to carry out our landscaping program this year if possible. We hope that when we shall have landscaped our school yard and have affixed the name tags to the different plants, and have taught the children to know something about where they grow, their family relationships, and their use in landscaping, we will have achieved a worth-while project in practical education.

We want an institute as soon as possible, then we want more work along educational lines. And we are going to get what we want.

Next year we will have a better report and we hope it will be a report of activities so closely interwoven with the activities of the other Nevada associations that it can be made only as a report of all the Nevada associations together.

ERNEST WELTMER
President

EDITOR'S NOTE.—We seldom give so much space to one report, but Mr. Weltmer's story contains so many helpful and valuable ideas that we could not decide what could be left out. We knew our readers would want it all!

National Office Notes

BY FLORENCE V. WATKINS

The leaflets on Publicity and Recreation, and the Installation Ceremony have been reprinted and are now on hand for distribution. As the end of the fiscal year is rapidly approaching and the printing fund is consequently low, it is hoped that the states will order only the leaflets that are necessary for their work before the convention.

Those who are studying the Education Bill to establish a Federal Department of Education with a secretary in the President's cabinet, will be glad to know that the National Education Association has just issued a twelve-page booklet on "Why You Should Support the Education Bill." If any group is planning to study the bill, this booklet might be just what would help.

The Acting Chairman of the Committee on Social Hygiene of the National Congress of Parents and Teachers, Mr. Newell W. Edson, has prepared a leaflet on "Training Youth for Parenthood," which has been issued by the American Social Hygiene Association, 370 Seventh Avenue, New York City. The price is five cents each or \$3.50 per hundred. Those of us who know Mr. Edson and the splendid work he is doing feel sure this booklet will be helpful to parents and teachers alike. The bibliography will be especially interesting.

We have all watched the North Dakota demonstration with much interest and were gratified to notice how steadily the percentages of organized local parent-teacher associations climbed toward the quota. Recently three counties reached their 100 per cent quota and now a campaign is on to organize the local units into county councils. Four are already organized and functioning. Forty per cent of the local associations have men for presidents! It seems that in communities where there is a large foreign contingent, men are usually elected presidents.

The Educational Department of the League of Nations Non-Partisan Association, 6 East Thirty-ninth Street, New York City, has prepared a set of mimeographed outlines on "International Relations for Children: Suggestions for Teachers and Leaders." These suggestions may be used by leaders of children's groups in churches, settlements, or clubs, or by teachers as supplementary material in their regular classroom work. The first outline is called "From Far and Near," and suggest topics for discussion about which the children already have some knowledge. Excellent references are given. The second outline is on "Acquaintance and Understanding." Then follows one on "Children and Nations." The last one, on "A Family of Nations," may be omitted although, since there is a League of Nations, it would

seem as though the children should know about it.

So many interesting things happen each day in education! It was a refreshing experience the other day to receive from State Superintendent Taylor, of Nebraska, a two-hundred page book on character training now being issued by the state department of public instruction. It was prepared by F. M. Gregg, professor of psychology of Nebraska Wesleyan University, and is entitled "A Course of Study in Character Education." The course is planned for grades one through twelve. The state legislature in 1927 favored such a course and now it is mandatory upon all city, town, village, and county superintendents to incorporate it in their curricula.

Several of the reading courses of the United States Bureau of Education have been revised and are now ready for distribution: Thirty Books of Great Fiction, Thirty Great Americans, Heroes of American Democracy, Twenty Good Books for Parents, The World's Great Literary Bibles, Great Literature: Ancient, Medieval and Modern, and Sixty Selected Stories for Boys and Girls.

What fun it would be to turn the years back and be a girl or a boy again! Imagine tiddly wink golf! Doesn't it sound fascinating? Men and women who can't turn the years back will enjoy this game (Bulletin No. 1800). Bulletin No. 1799 describes "a party for boys." Bulletin No. 1798 gives the classification of bulletins of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Why not write for these today? All are prepared by the organization mentioned.

Do readers of CHILD WELFARE remember reading about the dolls we sent to Japan last year and the ones Japan sent to us this year? Do you all remember that the Committee on World Friendship Among Children of the Federated Council of Churches of Christ in America sponsored this project? They are now inaugurating a new project, for cultivating understanding and goodwill between the children of the United States and Mexico. At the present time in Mexico, great emphasis is being placed on universal education. In view of this, the plan is to send to the school children of Mexico as many Friendship School Bags as possible, as expressions of friendship and goodwill. The sending of the bags should be the culmination of a program of study of Mexico and its people. The educational value of the plan rests largely with the directors of children's work and with the parents in the home. Write to Mrs. Jeannette W. Emrich, secretary, 289 Fourth Avenue, New York City, for details.

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FOUR AWARDS—\$25.00 EACH

to the STATE MAGAZINE CHAIRMEN who put on the best CHILD WELFARE MAGAZINE BOOTHS at Spring State Conventions. This contest will be based on the following points:

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CLASS 3—*The most original idea developed*

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A detailed account giving materials used, expense, and methods must be accompanied by a glossy photograph, 8 x 10 inches. Awards will be announced one month after receipt of all reports.

No reports received later than July 15, 1928 will be eligible to award.

THE JUDGES WILL BE:

1. MR. J. WINTHROP ANDREWS, *National Chairman of Art*
2. MR. J. WELDON MEADE, JR., *Art Gravure Corporation*
3. MRS. LAURA UNDERHILL KOHN, *Publicity Manager N. C. P. T.*
4. MISS MARY A. FERRE, *Circulation Mgr. Child Welfare Magazine*

THE A-B-C CORNER

Net Circulation

CLASS RANKINGS—As of January 31, 1928

CLASS A	CLASS B	CLASS C
1. California	1. Kansas	1. Arkansas
2. Michigan	2. North Carolina	2. District of Columbia
3. Illinois	3. Tennessee	3. Rhode Island
4. New York	4. Minnesota	4. Virginia
5. Ohio	5. Florida	5. Connecticut
6. Texas	6. Oklahoma	6. Arizona
7. Missouri	7. Massachusetts	7. Idaho
8. Pennsylvania	8. Mississippi	8. Vermont
9. Iowa	9. Wisconsin	9. South Dakota
10. New Jersey	10. Nebraska	10. New Mexico
11. Colorado	11. Indiana	11. Maryland
12. Georgia	12. Kentucky	12. West Virginia
13. Washington	13. Alabama	13. South Carolina
	14. North Dakota	14. Louisiana
	15. Oregon	15. Montana
		16. Hawaii
		17. Wyoming
		18. Utah
		19. New Hampshire
		20. Maine
		21. Delaware
		22. Nevada

DIVISIONS

CLASS A—All states having over 30,000 members.

CLASS B—All states having between 10,000 and 30,000 members.

CLASS C—All states having less than 10,000 members.

CHILD WELFARE, *THE NATIONAL PARENT-TEACHER MAGAZINE*